

Furman University
Greenville, South Carolina

The Scholar as Teacher Program

The Situation: Furman University is representative of undergraduate institutions with strong regional reputations but without full-fledged graduate schools or research opportunities. Furman had difficulty in retaining promising young faculty who often planned to move on to more prestigious institutions.

The Idea: In 1978, the Scholar as a Teacher Program for faculty development was established to meet personal and professional needs of new faculty.

With three-year support from the Lilly Foundation, the program was designed to:

Establish a process for new faculty members to submit proposals for the improvement of their teaching;

Develop a series of seminars on teaching and learning;

Provide opportunities for experienced faculty to develop mentor-novice relationships with new teachers; and

Enable experienced faculty members to serve as in-house consultants on teaching to new faculty.

The Results: The number of voluntary faculty resignations has declined substantially since the inception of the program. Teaching excellence has been improved. Both older and younger faculty have benefited. Furman now fully supports the program from its own budget.

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Georgia Institute of Technology
Atlanta, Georgia

*Incentives for Engineering and
Computer Science Faculty*

The Situation: Georgia Tech found it difficult to attract and keep high quality engineers and computer scientists at a time when the national demand for well-trained persons far exceeded the national supply.

The Idea: The institute launched a major campaign to raise funds from the state, alumni, and private industry to be used to attract and retain young faculty in engineering and computer science. The institute then proceeded to:

Provide family members and spouses of prospective applicants with travel expenses to visit the campus;

Provide newly employed faculty with moving and housing location assistance as well as mortgage subsidies for buying homes;

Offer faculty members credit for their prior experience toward the probationary period for tenure;

Give new faculty members light teaching loads for their first several quarters, freeing them for individual research; offer them assistance in developing research proposals and establishing contacts for consulting; and provide them with funding for research projects;

Offer faculty members scholarships for their children;

Provide salary increases based primarily on merit rather than on length of service; and

Decentralize institutional governance in order to speed response to faculty needs.

The Results: Since the program began five years ago, 107 faculty members, the majority of them under the age of 35, have been hired by the engineering and computer science departments. Administrators say that their ability to maintain and retain a faculty with young, vital professionals is due to the broad range of incentives offered.

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Gordon College

Wenham, Massachusetts

*Faculty Professional Development
Program*

The Situation: Gordon College is located in a metropolitan area with a concentration of leading universities and high technology industries competing for well-qualified young personnel. Coupled with spiraling inflation rates, this situation deterred Gordon's efforts to recruit promising young faculty members. Because older tenured faculty are reluctant to change careers during periods of job insecurity, college officials were having trouble in opening positions for new recruits.

The Idea: Supported by college funds and a grant from the W. K. Kellogg Foundation, Gordon College established a program for individualized faculty development open to all faculty members. Participants submit individual plans for their proposed growth as scholars, teachers, researchers, administrators, or private sector professionals. The college provides support funds for travel, seminars, hiring research assistants, and acquiring research materials. Faculty through short-term placements in business and industry can test the desirability and feasibility of moving out of academia in mid-career.

The Results: An average of 39 faculty members have participated in the program over the past five years. Since 1976, 18 faculty members with an average age of 31 years have been hired, and all but one retained. The college believes that the

faculty development program has encouraged innovation and experimentation and has helped attract promising young people to the institution. Several older faculty members who explored other career interests through the program have found employment elsewhere, opening up positions for younger faculty.

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Hampshire College
Amherst, Massachusetts

*Collaborative Teaching, Faculty
Employment by Contract, and
Sabbatical Program*

The Situation: Hampshire College found that many potential young faculty members considering academic careers did not wish to be subject to procedures for acquiring tenure. Also the college's emphasis on teaching excellence sometimes overshadowed young faculty members' interest in research.

The Idea: The college established three programs to attract and retain young faculty members:

In 1970, discipline-based departments were combined into interdisciplinary schools, giving young faculty members opportunities to develop and teach in interdisciplinary programs.

In 1972, a contract system of employment replaced the tenure system. New young faculty members are offered initial contracts of three years and participate fully with older faculty in college decision making.

The second contract runs for four years; succeeding contracts run for ten years until retirement.

Starting in 1973, young faculty members with two years of employment were provided with sabbatical leaves for one semester at full pay to complete or begin research projects. After five years, faculty members are eligible for a year's sabbatical at full pay.

The Results: Administrators say that the new programs have helped attract and retain promising young faculty members because (a) many find the contract system less restricting than the tenure system, (b) young faculty members can have equal participation with senior faculty in forming college policy, and (c) research-oriented faculty members can broaden the scope of their scholarly work through new interdisciplinary programs.

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Hampton Institute
Hampton, Virginia

*Administrative Intern Leadership
Program*

The Situation: Faculty members seeking self-improvement and upward mobility are often not prepared or trained to assume administrative positions. In an effort to retain and motivate young faculty, Hampton Institute sought ways to assist them in developing administrative leadership skills.

The Idea: A program has been established to provide young faculty with administrative training opportunities under the guidance and direction of experienced academic administrators. Internships will be granted to selected faculty who will act as substitutes during the absence of academic administrators. Although a certificate will be awarded to those successfully completing their internships, the program will not have a direct relationship to promotion, salary, tenure, or evaluation.

The Results: The program has just begun. The first internships will be available in the fall of 1982. Both faculty and administrators are enthusiastic about the idea.

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Harvard University
Cambridge, Massachusetts

Junior Professorship Chair

The Situation: The history department at Harvard University, in trying to attract and retain young, research-oriented scholars, looked for ways to alleviate the problem of junior faculty members being unable to afford the travel and publishing costs associated with research activities.

The Idea: Using endowment funds, the university established a junior professorship chair in the history department. A non-tenured faculty member will be appointed for a five-year period as an assistant or associate professor and will receive an annual \$3,000 research stipend. When the chair becomes vacant, a new appointment will be made.

The Results: The program has just started. The first appointment was made in July 1982.

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Hobart and William Smith Colleges
Geneva, New York

Teaching Internship Program

The Situation: In 1975, there were 110 faculty members at Hobart and William Smith Colleges, 57 percent of whom were tenured. The colleges expected an average of only two retirements per year in the 1980s, and because of slow enrollment growth, were forced to cut back over 30 percent on offers of tenure to junior faculty members. Officials were concerned that the projected low turnover rate and lack of younger faculty members could lead to an insular, professionally stagnant faculty.

The Idea: In 1976, using college funds, officials established a teaching internship program for young graduate students completing their doctoral degrees. The interns are appointed to one-year positions carrying a two-thirds teaching load in a variety of departments. They are supervised by senior faculty who assist them in planning and teaching courses and evaluate their performances. Teaching interns receive full faculty benefits, a housing stipend, and moving expenses.

The Results: Since 1976, the colleges have appointed nine teaching interns from leading colleges and universities. Young people who have participated in the program report that the experience they have gained has been very helpful in their applications for permanent teaching positions. Administrators believe that the program helps to attract promising young people to academic careers when they might otherwise have chosen different professions.

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**Howard University
School of Engineering
Washington, D.C.**

***Engineering Faculty Incentive
Program***

The Situation: The scarcity of qualified young applicants for faculty positions in Howard's School of Engineering and the higher salaries offered by private industry have prevented the university from attracting and retaining young faculty members. In addition, officials found that faculty research productivity declined as the percentage of faculty members with tenure increased.

The Idea: In 1982, with a foundation grant, the School of Engineering established the following programs to recruit and retain young faculty members and to stimulate research productivity:

Incentive awards with stipends for faculty members who publish research papers;

Departmental teaching incentive awards for outstanding faculty members selected by students, colleagues, and chairpersons;

Summer fellowships to support faculty as they develop research proposals or complete dissertation research;

Study fellowships to educate faculty members in the use of computers for instruction and research, and to support study in specialized fields of engineering; and

Salary supplements to recruit new young faculty or to retain them at the institution, and grants to junior faculty to develop research projects and computer-based courses of instruction.

The Results: The programs began this year and no results are available as yet. Officials believe that the incentives will help the School of Engineering attract and retain promising young engineers to the institution.

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**University of Illinois,
Urbana Campus
Urbana, Illinois**

*Incentives for Faculty Recruitment in
Microbiology, Faculty Study in a Second
Discipline, and Programs to Increase
Engineering Graduate Enrollments*

The Situation: In 1981, the attempts of the University of Illinois' Department of Microbiology to recruit young faculty members were frustrated because engineering industries offered prospective employees both higher salaries and greater research freedom. In addition, promising young faculty members throughout the university often left the institution for private industry or other institutions in order to acquire expertise in areas of research outside their specialties. And, officials from the College of Engineering foresaw a critical shortage of qualified younger engineering faculty inasmuch as few engineering undergraduate students were pursuing advanced degrees.

The Idea: The establishment of the following activities for junior faculty members:

Microbiology Department Program.

Efforts by the department to recruit and retain promising young faculty members including (a) providing transportation for prospective members and their spouses to the university where they meet faculty members in social settings; (b) arranging job interviews for career-oriented spouses; (c) offering unrestricted funds to purchase equipment and hire administrative, teaching, and research assistants; (d) releasing members from teaching assignments for the first semester; and (e) providing support for attending national scientific meet-

Faculty Study in a Second Discipline.

Support for all young members to study in disciplines outside their own. Participants are released from regular duties for one or two semesters to study under colleagues from other disciplines or at other institutions if the university cannot offer necessary expertise.

Engineering College Program. Efforts by the college, using contributions from industry, to encourage larger numbers of the most promising engineering undergraduates to pursue advanced degrees, thereby increasing the pool of prospective young faculty members. The college developed and published a brochure intended to make students aware of graduate school opportunities.

The Results: Department of Microbiology officials have interviewed several promising young candidates who were attracted by the incentives. Since the faculty study in a second discipline program began in 1976, 55 young faculty members have studied in disciplines outside their own. About 95 percent have remained on campus. Most of the participants surveyed say that the program has significantly improved their teaching, research, and career development. The decline in the number of undergraduate engineering students pursuing advanced degrees has stopped and increases are occurring. The college's brochure, "Advancing By Degrees," has been reprinted in

**University of Illinois,
Urbana Campus**
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30,000 copies for use nationwide.

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Faculty Study in a Second Discipline

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Engineering College Program

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Indiana University
Indianapolis, Indiana

**School of Nursing Orientation
Program**

The Situation: Young faculty members at Indiana University were leaving the School of Nursing because their training did not prepare them for roles as educators and scholars in a large university.

The Idea: In 1978, senior faculty members and officials established an individualized orientation program for new young nursing faculty. One week before classes began, senior persons met with young faculty to explain university policies and procedures, introduce them to the clinical facilities, tour the campus with them, and familiarize them with their roles and responsibilities as teachers and researchers. The School of Nursing funded the project and continues to offer it to young faculty members.

The Results: One hundred twenty-one young nursing faculty members have participated in the program, and the number of faculty has risen steadily since the program began: from 140 in 1978 to 170 in 1981. Officials say that the program has helped young newly recruited nursing faculty members adjust to the university and has resulted in higher faculty retention rates.

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University of Iowa
Iowa City, Iowa

Faculty Scholars Program

The Situation: Officials at the University of Iowa were concerned that support for research and professional development of junior faculty members was inadequate. At a time of declining resources, the university wanted to ensure that high levels of teaching and research were maintained among young faculty members.

The Idea: The university established the Faculty Scholars Program to encourage research and creative activity by assistant and associate professors. Faculty scholars are selected on a competitive basis and are granted released time (usually one semester each year) for a period of three years to conduct research or engage in other creative activities. Funds for travel and other expenses are made available to the recipients, and the home department or college of each scholar receives additional discretionary funds of \$2,500, as well as the cost of replacing faculty.

The Results: The first faculty scholars were appointed in February 1982. Officials say that the program will provide young scholars with incentives to join the university's faculty, and will help to retain them once they are appointed.

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Jackson State University
Jackson, Mississippi

***Teaching Fellowships and
Research Institute***

The Situation: Jackson State, a predominantly black institution striving for academic excellence, felt that its challenge was (1) to provide an atmosphere which would encourage professional growth and development, and (2) to assist junior faculty in fulfilling their research ambitions.

The Idea: In 1980, a dual-focused program for junior faculty was launched to encourage and facilitate both quality instruction and research through:

A fellowship program to provide time and money for five to eight persons each year to engage in research specifically aimed at enhancing teaching; and

A research institute offering fellowships to encourage and facilitate scholarly publications or to conduct research.

The Results: The program, funded by the Charles Stewart Mott Foundation and the Lilly Endowment, has enabled approximately 45 percent of junior faculty members (each with less than four years' service) to seek development

opportunities. The fellowship program has involved 12 second- and third-year faculty members; the research institute has granted fellowships to an additional six persons. Of those participating in the dual program, three faculty members have secured large grants for research or program development and three have received significant promotions. A majority of those involved are expected to become tenured.

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University of Kansas
Lawrence, Kansas

*Intra-University Visiting
Professorships*

The Situation: The university found that an obstacle to attracting and retaining promising young faculty members in the College of Liberal Arts and Sciences has been the limited number of tenure-track positions available. Older faculty members have been reluctant to retire, change careers, or seek positions in other institutions, and younger faculty members have had few opportunities to advance or to receive tenure.

The Idea: In 1980, to help open up tenured positions for younger faculty members and to expand faculty career options, the college established a cross-departmental faculty exchange program. Faculty members seeking experience in fields other than their own are given funds for study and a year's release from departmental duties. They can teach or take courses in other departments. The program received foundation support during the first two years; the only stipulation accompanying the funds was that only faculty members with 20 years' experience could participate. The program is now supported totally by university funds and is open to younger faculty members as well.

The Results: In two years, 12 faculty members have participated in the program. Administrators say that some older participants are seriously considering changing their teaching fields, thus opening tenured positions for younger faculty.

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Loyola University of Chicago
Chicago, Illinois

Career Development Program

The Situation: Loyola University felt that it should assist faculty members to enrich and develop their careers, and, when appropriate, to seek careers outside of the university. New positions for younger faculty would then become available.

The Idea: Loyola established a program providing a supportive environment to assist faculty and administrators to explore career enrichment possibilities. A series of workshops focused on:

Career expansion,

Exchanges with other universities,

Placement in
business/industry/government, and

Opportunities for growth and development.

The program began in 1978-79 with a three-year grant from the Fund for the Improvement of Postsecondary Education, and is currently continuing with university funds.

The Results: Over the three-year period, 31 faculty, professional staff, and administrators have been assisted in developing alternative careers, opening up positions for young faculty members. Seventy-five workshops provided 750 faculty, staff, administrators, and spouses with background on integrating personal and professional growth, financial and time management, and skills assessment.

A national dissemination conference, funded by a portion of the government grant, showed 24 other colleges and universities how to carry on career development for their personnel.

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Macalester College
St. Paul, Minnesota

*Faculty Development Program for
Young Faculty*

The Situation: Administrators at Macalester College felt that young non-tenured faculty were unable to pursue scholarly activities and that the college should find ways to give support and provide funding for professional growth and development.

The Idea: The college provided financial support from its annual operating budget and sought grants for research and development opportunities for new faculty.

The Results: Since 1978, faculty members have been given funds from the college operating budget to attend and participate in professional meetings. In 1980-81, 110 grants of up to \$350 each were awarded, with 17 going to younger faculty. In 1977, a five-year grant was obtained from the Mellon Foundation of which \$8,000 has been allocated each year in the form of \$500 grants for research and participation at professional meetings. In the past four years, 56 faculty, ten of whom are younger members, received one or more awards. Beginning in the summer of 1982, a three-year grant from the Bush Foundation will provide:

Four colloquia and two symposia each year, with one to address special needs of younger faculty;

Twenty to 40 grants of \$200 for seminar and colloquia participants;

Nine research grants of \$2,000 each;

Twelve grants of \$1,000 each covering research-related expenses; and

Two to ten grants of \$500 for professional activities.

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Madonna College
Livonia, Michigan

*Multi-Year Contracts—An Alternative
to Tenure*

The Situation: During the past decade, enrollment at Madonna College grew by 300 percent as a result of the establishment of a number of innovative academic programs (such as criminal justice, business administration, gerontology, emergency medical technology, nursing, and sign language training for teachers of the deaf). Many new faculty members were employed. The challenge to the college was to:

Provide enough economic security to retain the new faculty without committing the college to tenure for an unreasonably high proportion of its faculty; and

Encourage young faculty members to study for terminal degrees.

The Idea: Starting in 1979, Madonna offered multi-year contracts to new faculty members on a progressive time schedule as follows:

First, a one-year contract, renewable for an additional year, would be offered.

Then, a two-year contract would be available upon recommendation from the department chairperson and the academic dean.

If prior contracts were completed successfully, a three-year contract renewable in continuous three-year segments would be offered.

Additional costs to the college are not involved because faculty are hired or retained according to budget and enrollment projections.

The Results: The program has enabled Madonna College to retain capable young faculty members. Through faculty professional development and goal setting, these persons have progressed toward doctoral and other advanced degrees. During the first year of the program, 11 faculty members became eligible for a multi-year contract. In the 1982-83 academic year, 51 percent of the faculty will become eligible for multi-year contracts.

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University of Maine at Augusta
Augusta, Maine

Teaching Refinement Program

The Situation: The University of Maine at Augusta found it necessary to develop programs to improve and refine the quality of teaching skills of young faculty as well as to provide them with opportunities for personal and professional growth.

The Idea: The university trained senior faculty members to assist younger colleagues to organize subject matter in better fashion, improve classroom activities, develop new ways to motivate students, and understand student evaluation procedures.

The program was financed originally (during the 1978-79 academic year) with federal government funding. Costs currently are met out of university funds.

The Results: More than 40 full-time or part-time young faculty members, with limited teaching experience, have been involved in the program. All indicate some improvement in the quality of their teaching and higher morale. Students feel that instruction has improved.

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Maricopa Community Colleges
Phoenix, Arizona

*Project Hire Education and
Early Retirement Program*

The Situation: The governing board of the Maricopa Community College system, comprised of seven institutions in one district, sought to recruit an ethnically and racially balanced pool of faculty members, made up of recently graduated persons who could be instructors in technological areas. Heretofore, colleges in the system tended to hire experienced, highly paid faculty and avoided young, inexperienced people. Of the over 700 full-time tenured faculty members, 500 were 50 years of age or older.

The Idea: In 1981, to achieve its objectives, the system developed a major long-range plan to recruit aggressively the best available young instructors. Named Project Hire Education, the program seeks to add 100 to 150 young teaching professionals to the community colleges in the district over the next five years. The plan calls for the central administrative offices to match salary positions with a campus on a one-to-one basis. (For every additional new young faculty member employed by a college, the district will pay for another faculty position.) In order to open up

tenure-track positions for new faculty, the system instituted an early retirement program for older faculty, offering (a) part-time employment for at least ten workdays a year through age 70, (b) major medical and other fringe benefits until age 70, (c) retirement counseling and pre-retirement classes, and (d) enrollment in classes without cost.

The Results: The colleges have filled ten new teaching positions with persons meeting the governing board's criteria: young and enhancing the racial and ethnic balance. Forty-three Maricopa employees have taken early retirement at an annual savings of \$275,000. Replacements are younger people who can teach in high demand fields such as computer science and business.

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Mayo Medical School
Rochester, Minnesota

Science Minor Program

The Situation: When making early career choices, the ablest young students at the Mayo Medical School generally did not consider teaching. Most of the students entered the school with the intention of setting up private practices and had little understanding of what an academic career involved.

The Idea: In 1972, the school established a program to provide practical academic experience in the students' third or fourth year of training, based on the assumption that career choices were made during that time. Students select a project from a catalog of clinical research opportunities and work on it from five to twelve months. They are provided with individual laboratories and funds to cover research costs, and work closely with faculty members. The students are required to write up their findings and are encouraged to publish the results. In addition, when endorsed by the faculty advisor, students are provided with travel expenses to present their papers at national scientific meetings.

The Results: Since the program began, approximately 40 young medical students have participated each year. From 1977 to 1980, about 80 students published original papers, 60 of which were presented at national conferences. The 1982 class initiated its own symposium in which papers were discussed. An American Association of Medical Colleges survey revealed that 30 percent of Mayo Medical School students chose clinical science teaching and research as their first career choice, well above the national average. Administrators believe that the opportunity to take part in such academic activities has stimulated student interest in teaching careers at the time in their lives when the impact on their career choice is greatest.

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Memphis Academy of Arts
Memphis, Tennessee

*Proposed Curriculum Enrichment
Program*

The Situation: Few college-level openings are available for the younger studio teacher and few artists have the academic qualifications for a college-level teaching position. To attract artists with master's degrees, the Memphis Academy of Arts felt it should develop a program specifically designed to provide teaching credentials to artists who could become studio instructors.

The Idea: The proposed program would provide free tuition and studio use to graduate students studying for a master of fine arts degree. The usual course of study in art would be extended one year in order to include courses in teaching skills, and to provide colleague interaction and the opportunity to exhibit in a one-person show. A stipend would be paid the student during the third year of enrollment in the program.

The Results: The program is still in the planning stage.

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Miami University
Oxford, Ohio

*Postdoctoral Teaching Awards
Program*

The Situation: Increasing pressures on new faculty for research achievement and teaching effectiveness, combined with few available tenure positions and competition from the corporate world, hampered Miami University's efforts to recruit and retain younger faculty. The university needed a program to provide young scholars opportunities to improve and enhance teaching skills, conduct research projects, and share ideas with senior faculty.

The Idea: In 1979-80, a postdoctoral teaching fellows program was established for the continuing development of junior faculty. One-year awards to eight to ten young scholars during their first, second, or third year of teaching provide one-third released time for at least one semester and a \$150 stipend for a teaching project. The program includes special retreats, a national conference, biweekly seminars, interaction with a senior faculty mentor, and learning activities.

The Results: By May 1982, at the end of the three-year Lilly Endowment funding, 29 fellows and 30 mentors representing every division, all campuses, and 28 departments of the university had participated in the program. Twenty-seven teaching fellows remaining at Miami have received either promotions or tenure. A university-wide teaching network has been established; increased interest has developed in teaching, learning, and unity among colleagues. Beginning in 1982-83, Miami will use university resources to fund this program because of its success in attracting and retaining junior faculty members.

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University of Michigan
Ann Arbor, Michigan

*Retention Programs and Workshops
for Young Faculty in Learning and
Teaching and Junior Engineering
Faculty Recruitment*

The Situation: The University of Michigan found that newly hired young faculty members had little previous experience and needed assistance in developing teaching skills. In the College of Engineering a 10 percent drop in state support of the university during the last two years plus surging undergraduate engineering enrollments resulted in inadequate funding and heavier teaching loads, as well as deterioration of facilities, equipment, and staff support and a decline in research funds.

The Idea: The university developed two programs to attract and retain young faculty members:

Workshops in Learning and Teaching. In 1978, the university's Center for Research on Learning and Teaching designed and conducted workshops to help young faculty members develop skills in many aspects of teaching, including (a) effective speaking, (b) preparing lectures, (c) leading discussions, and (d) constructing tests.

Junior Engineering Faculty Recruitment and Retention. In 1980, the College of Engineering launched a number of initiatives to recruit and retain junior faculty members, as follows: (a) securing a loan from college discretionary funds and receiving matching support from the university administration (to be paid back in fiscal year 1982-83) to enable the college to raise salaries of assistant and associate professors to levels among the highest in the nation; (b) negotiating with the university a new policy to allow the engineering college to peg its research budget to the amount of funds the college generates each year; (c) offering junior faculty members several years of reduced instructional load, summer funding, new equipment, support staff, and computer time to enable them to work on research projects; (d) encouraging senior faculty to assist new young faculty in career development, particularly in securing external grants; (e) providing junior faculty with opportunities to help determine college policy by including them on departmental committees; and (f) providing funds to bring to the campus outstanding graduate students who can assist younger faculty in research and who may become a pool of potential future faculty members.

The Results: Young faculty members participating in learning and teaching workshops report that the program

University of Michigan*(continued from preceding page)*

enhanced their teaching effectiveness and made their teaching more satisfying. The College of Engineering retained all of its tenured younger faculty members during the past year; and nine of the 11 candidates offered new faculty positions have already accepted. With funds from newly negotiated research contracts, the college will be able to assist younger faculty members in their research.

Contact:**Workshops in Learning and Teaching**

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Junior Engineering Faculty Recruitment and Retention Programs

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Minneapolis Community College
Minneapolis, Minnesota

College for Working Adults

The Situation: Enrollment at the Minneapolis Community College began stagnating in the mid 1970s. In addition, young tenured faculty became frustrated because of the lack of innovative new programs and opportunities for growth.

The Idea: A College for Working Adults was established in 1980 to attract a new student body of working adults, especially women and minority groups. Courses are given at night and, with the additional enrollment, the faculty have had an opportunity to teach a new curriculum through telecourses, evening courses, and weekend conference seminars; with increased enrollment, the college has been able to employ new young faculty.

The Results: The program began in 1980 with 160 students. Two years later the enrollment had increased to 405 students. Twelve new young faculty members were hired, and new opportunities were provided to three young faculty members already on the payroll.

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**University of Minnesota
Minneapolis, Minnesota**

***Young Faculty Appointments in the
Physical Sciences***

The Situation: The physical sciences departments at the University of Minnesota were faced with a serious shortage of highly qualified young faculty members who often found greater research opportunities in private industry or at other institutions.

The Idea: In 1980, the university sought and received funding of \$625,000 from the Northwest Area Foundation which enabled the physical sciences departments to set up research programs and appoint young faculty members with extraordinary promise. The various departments bid for the right to make appointments, based on need. Appointees are given light teaching loads, research funds, and stipends for their first summer in residence.

The Results: Seven young faculty members were hired in the last two years, four in the Physics Department where the need was greatest. The model for the program has been adopted elsewhere.

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55455
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**Montana College of Mineral Science
and Technology**
Butte, Montana

*Salary Supplements for Engineering
Faculty*

The Situation: Since 1973, engineering enrollment at Montana Tech has increased 67 percent. The college found it difficult to hire young engineering faculty because of its low salary scale together with a decreasing pool of young engineers with doctoral degrees.

The Idea: Using four approaches to help solve the faculty problem, Montana Tech:

Sought salary adjustments from the Montana Legislature for engineering and computer science faculty members;

Initiated a vigorous campaign to raise funds from private industry to provide endowed chairs, named professorships, and salary supplements for engineering faculty members;

Offered a named professorship together with financial rewards from college alumni now in the corporate world to attract an exceptional candidate; and

Provided released time and financial support to retrain faculty members for teaching positions especially difficult to fill.

The Results: In 1981, Montana Tech's efforts contributed to the decision of the Montana Legislature to raise engineering and computer science faculty salaries. In 1982, every full-time faculty position in mining and petroleum engineering will be supplemented with funds from endowed chairs, named professorships, or salary supplements. Administrators believe that the college is now able to attract and retain high quality young faculty members and are confident that all positions currently vacant will be filled next year.

Contact: Dr. Roy H. Turley, Vice President for Academic Affairs, Montana College of Mineral Science and Technology, Butte, MT 59701
Telephone: (406) 496-4126

Montana State University
Bozeman, Montana

Teaching/Learning Program

The Situation: Montana State is a small, geographically isolated university without a national reputation and with faculty salary levels below national averages. The university was finding it difficult to attract and retain high quality young faculty members.

The Idea: In 1979, the university established a program to improve the quality of faculty instruction, research, and professional development and provided young faculty members with:

Grants for travel to instructional development workshops;

Released time and mini-grants to improve instructional materials and to hire administrative assistants;

Summer quarter grants to carry out research projects;

Summer workshops to introduce young faculty to new and alternative teaching and learning styles; and

Single-day workshops, forums, and fairs to promote new ideas in teaching, grantsmanship, and the use of technology in the classroom. The university's budget supports the program. Workshops and forums are run entirely by faculty volunteers.

The Results: One hundred fifty faculty members have participated in the program. Over \$130,000 in instructional development grants have been distributed to 75 faculty members. Administrators say that teaching standards of young faculty members at Montana State have risen substantially and the number of faculty receiving grants has increased since the program began. They also report higher morale among young faculty members and believe that the program has made it possible to attract and retain these persons.

Contact: Dr. Stuart E. Knapp, Vice President for Academic Affairs, Montana State University, 211 Montana Hall, Bozeman, MT 59717
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University of New Haven
West Haven, Connecticut

Research Incentives: A Three-Pronged Approach

The Situation: The University of New Haven felt that young research-oriented faculty tended to be attracted to large universities with research development opportunities and funding. In an effort to improve the situation, the university committed itself to obtaining research grants, providing released time from teaching for research projects, and creating a more scholarly atmosphere.

The Idea: With money mainly from its operating budget, the university has created a program consisting of three separate but related parts, all coordinated and administered by the graduate dean, as follows:

A competitive "research fund" to provide direct financial support for faculty research activities;

Research/teaching assistantships for graduate students to provide faculty members with help in research and to give the students a fuller, richer graduate education; and

Competitive summer stipends to provide salary support to encourage research-oriented projects by summer faculty in lieu of teaching or other activities.

The Results: The program has provided research support to faculty in the schools of arts and sciences, business, and engineering. In 1980-81, 36 new faculty members either completed publications or made research presentations. Twenty-six of these persons received support under the program. Summer stipends are given mainly to new faculty.

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University of New Mexico
College of Engineering
Albuquerque, New Mexico

*Program to Improve Research
Opportunities for Young Engineering
Faculty*

The Situation: The university's College of Engineering found it difficult to attract promising young faculty members to the campus because of inadequate equipment and facilities and insufficient funds for research.

The Idea: In 1977, New Mexico's professional engineering societies and local industries joined forces to persuade the legislature to provide funds for improving engineering education throughout the state.

The Results: The legislature appropriated \$5 million to upgrade equipment and facilities at the state's colleges of engineering. Since the program began, the university's College of Engineering has added 24 young faculty members. External research funding has doubled. Officials believe that by providing junior faculty members with state-of-the-art facilities and equipment and with research funds, the college is better able to attract and retain high quality young faculty.

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University of New Orleans
New Orleans, Louisiana

*Incentives to Attract Engineering
Faculty*

The Situation: During the past five years, the number of engineering students at the University of New Orleans has doubled. Additional qualified faculty have been required to meet the student demand and to improve program quality. In particular, the mechanical engineering program was comparatively small, new, and not well enough established to attract young scholars, and the university felt a well-planned program for recruiting new young faculty was needed.

The Idea: The Mechanical Engineering Department undertook to "sell" the institution and the city of New Orleans to qualified applicants for faculty positions. Emphasis was placed on financial incentives, administration support, available research and consulting opportunities, the location, and salary options. In addition, faculty members were encouraged to conduct research, publish papers in professional journals, and write proposals to qualify for teaching off-campus graduate programs for extra compensation of 10 percent of the academic year salary.

The Results: The university believes that the complete selling package (highlighting all aspects of the institution and the city of New Orleans) has enabled the Mechanical Engineering Department to employ and retain additional new faculty under the age of 35.

Contact: Dr. William S. Janna, Associate Professor and Chairman, Department of Mechanical Engineering, University of New Orleans, Lakefront, New Orleans, LA 70148
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New York University
New York, New York

Presidential Fellowships for Junior Faculty

The Situation: New York University, with 60 percent of its current faculty tenured and retirements not expected in certain departments until the mid 1990s, has experienced difficulty in attracting talented junior faculty. The university sought ways to recruit promising younger faculty members interested in pursuing important research projects as well as continuing in the teaching profession.

The Idea: In 1980, the university established a pilot program to provide junior faculty members with enough freedom to pursue major research projects. Qualified persons received fellowships to conduct research for one semester, during which they had no teaching responsibilities. The fellowships covered regular salaries and provided a modest stipend for expenses. Advanced doctoral candidates at the university assumed the teaching duties of the faculty involved in research.

The Results: Since 1980, the program has enrolled ten junior faculty members to conduct major research activities in such diverse fields as chemistry, anthropology, and cinema studies. Other faculty members have been able to complete books or articles which will enhance their professional reputations as well as their chances for tenure. The university plans to expand the program to include a greater number of junior faculty members and hopes that young scholars will have a strong incentive to remain in teaching and research careers.

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Northeast Missouri State University
Kirkville, Missouri

Graduate Study Stipend

The Situation: The university found that while enrollments in nursing and accounting were increasing, the institution was understaffed in these disciplines. There was a growing need for additional, competent faculty with master's degrees.

The Idea: In 1975, the Missouri State Board of Regents established a scholarship program to assist outstanding students in the specific areas of faculty shortage to complete their master's degrees. A stipend — initially \$3,000 a semester, later increased to \$4,000 — was given each participant with the understanding that for each semester of scholarship, the student would either teach for one year or repay the scholarship.

The Results: Thirteen students have taken advantage of the scholarship program and are qualified to teach nursing or accounting.

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Kirkville, MO 63501
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Northeastern University
Boston, Massachusetts

Irish Studies Program

The Situation: In the past five years, Northeastern University experienced a rapid turnover in some departments. Junior faculty members felt isolated from other departments and senior faculty, and had few opportunities to conduct interdisciplinary research. A group of junior and senior faculty members designed a program for faculty from a wide variety of disciplines to work together in course design and research activities.

The Idea: A campus-wide survey ascertained interest in establishing an Irish Studies Committee to develop and run an interdisciplinary Irish Studies Program. Established in 1980, the program provides junior faculty with opportunities to develop new courses and conduct innovative research, with the objective of eventually achieving tenure. New experimental courses, travel grants for both faculty and students, and research support are funded by alumni, the community, and business contributions.

The Results:

Five departments have incorporated Irish studies courses into their programs.

Irish Studies Committee members have presented papers based on collaborative research.

Ties have been established between colleagues in Boston area institutions and in Ireland.

Interuniversity support has been generated by increased budgets and by department-sponsored Irish events.

An interdisciplinary Working Paper Series will be published by the Northeastern Press beginning in fall 1982.

Contact: Dr. Richard Astro, Dean of Arts and Sciences, Northeastern University, 360 Huntington Avenue, Boston, MA 02115
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University of Northern Iowa
Cedar Falls, Iowa

*School of Business Faculty
Development Group*

The Situation: Soaring enrollments in undergraduate classes in business administration and a severe shortage of business faculty with doctorates have prevented the School of Business at the University of Northern Iowa from achieving accreditation by the American Assembly of Collegiate Schools of Business. An aggressive recruitment program for faculty failed to alleviate the problem.

The Idea: The School of Business turned to its own graduates for a solution. Young people with master's degrees were offered high level faculty apprenticeships designed to interest them in academic careers. Those employed as apprentices teach, do simple research, serve on committees, attend seminars organized by the dean, receive support to visit doctorate-granting institutions, and are offered a special one-year leave at one-half salary to help them complete their doctorates.

The Results: Everyone benefits from the arrangement. The faculty apprentices serve as full-time teachers in business administration courses with large enrollments. They have an opportunity to experience an academic career at first-hand and to complete their study for advanced degrees. Three persons now participating in the program intend to pursue doctorates. Four others have applied for admission to the program. Officials have included a description of the program and results in the application for accreditation which the School of Business hopes will be approved next year.

Contact: Dr. Robert J. Waller, Dean, School of Business, University of Northern Iowa, Cedar Falls, IA 50614
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Nova University
Ft. Lauderdale, Florida

Faculty MATCH

The Situation: Low salaries and lack of research opportunities have prevented Nova University from attracting faculty members with doctoral degrees in engineering and computer science.

The Idea: The Faculty MATCH program seeks to match potential faculty members with local companies for employment as consultants one day a week. The recently established program will provide faculty members with research opportunities and increased income.

The Results: The program has just begun. Results are not available. However, applicants for potential faculty positions at Nova with whom the plan was discussed have expressed enthusiasm for the idea.

Contact: Dr. Anna Mae Burke, Director,
Center for Science and Engineering, Nova
University, 3301 College Avenue, Fort
Lauderdale, FL 33314
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Oakwood College
Huntsville, Alabama

Faculty Educational Advancement

The Situation: Oakwood College, a small, private institution, found that it was unable to afford competitive salaries and attract enough faculty with expertise in academic areas.

The Idea: Faculty members without a terminal degree are granted leave to complete their studies. They receive regular salary, reimbursement for tuition, fees, and books, and a per diem allowance. Also, a partial rent subsidy is provided if the faculty member is married and has to be separated from the family.

The Results: Established in the 1960s, the program has attracted, retained, and motivated young faculty seeking a doctoral degree, job security, and better earning power. The additional number of Ph.D.s at Oakwood enabled the institution to gain and keep accreditation.

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Huntsville, AL 35806
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Oberlin College

Oberlin, Ohio

***Research Appointments for Untenured
Faculty Members***

The Situation: As a teaching institution that values research, Oberlin tends to appoint faculty members with strong research interests. Teaching loads are heavy, however, and research opportunities are few. The college is seeking to retain research-oriented young faculty members through enhancing their opportunities for productive long-term research.

The Idea: The college will award research fellowships and appointments to junior faculty members in the humanities and social sciences. An Andrew W. Mellon Foundation grant will provide funding for humanities research. A Charles E. Culpeper Foundation grant will be used to make research appointments in the social sciences for postdoctoral fellows who will replace the junior Oberlin faculty members receiving the research leave. Every faculty member will be eligible to compete equally for the awards regardless of rank or length of service.

The Results: The program has just started and the first junior faculty research leaves will occur during the academic year 1982-83. The college hopes that the program will attract and retain young faculty. Records of a similar program that ran between 1962 and 1972 show that faculty chose to remain at Oberlin from four to 16 years after receiving research appointments.

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Ohio State University
Columbus, Ohio

*University Senate Committee on
Women and Minorities and Task
Force on Academic Excellence for
Women*

The Situation: Administrators at Ohio State University found that young faculty, particularly women and minorities, were having increasing difficulty in meeting teaching demands and fulfilling research responsibilities. The university felt it essential to improve the academic environment and encourage professional achievement in order to retain young women and minority faculty members.

The Idea: In 1980, Ohio State established a University Senate Committee on Women and Minorities and a Task Force on Academic Excellence for Women. The committee's purpose is to ensure representation of young women and minority faculty in campus activities, particularly on university governance committees. The task force has initiated a number of activities, including:

The linking of junior women faculty with key university organizations;

Publication of a newsletter providing women faculty members information on academic activities of their colleagues, on campus events of special interest to them, and on activities of the task force;

Presentations by visiting female scholars;

Workshops for young female faculty on topics such as research grant proposal writing, tenure and promotion, combining careers with family responsibilities, and concerns of single women in academia; and

The stimulation of collegial networks among junior and senior women faculty members.

The Results: Program administrators report that both the committee's efforts and the program have been well received. Women are now being appointed to or included in almost every major university committee or task force for determining academic policy. Officials believe that these activities improve the university's ability to attract and retain promising young women and minority faculty members.

Contact:

University Senate Committee on Women and Minorities

Dr. James R. C. Leitzel, Associate Professor,
Department of Mathematics, Ohio State
University, 231 West 18th Avenue,
Columbus, OH 43210
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Task Force on Academic Excellence for Women

Dr. Erika Bourguignon, Professor,
Department of Anthropology, Ohio State
University, 124 West 17th Avenue,
Columbus, OH 43210
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Oregon Graduate Center
Beaverton, Oregon

*Development for Young Faculty
Members*

The Situation: The Oregon Graduate Center, a private education and research institute, has been competing for young scientific and engineering faculty members in demand by industry and other institutions. The center does not have a tenure system to help retain young faculty and was concerned about attracting and retaining top quality persons.

The Idea: In 1979, the center established a recruitment and retention program for young faculty members consisting of:

Competitive starting salaries;

Promotion based on comparing a young faculty member's number of publications and amount of research with that of all faculty at the same rank;

Small classes;

More equipment and facilities for research; and

Provision of guidance from and collaboration with older faculty members on research projects.

The Results: Thirty-seven faculty members were involved in the program last year. Administrators believe that the program helps the center attract and retain highly qualified young faculty members.

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Oregon State University
Corvallis, Oregon

Project to Improve Teaching

The Situation: Budget cutbacks forced Oregon State to reduce the size of its faculty. Consequently, opportunities for tenure and promotion of young faculty members were fewer and faculty evaluations began to emphasize teaching performance. Many younger faculty members with limited teaching experience felt it would be difficult to obtain tenure because of their inexperience.

The Idea: In 1974, using its own funds, the university established a program designed to improve the quality of teaching at the institution. An orientation program introduced new young faculty members to the instructional facilities on campus. Workshops and seminars offered junior faculty members training in the use of computer instruction and video equipment, in improving classroom discussions and lectures, and in curriculum development and testing. Young faculty members were provided with stipends to attend summer training workshops.

The Results: Each year the university presents 35 workshops and seminars on improving teaching. Over 270 faculty members, about 60 of whom were new, took part in the program in 1981. Administrators say that young faculty participants report that their teaching performances have improved and that this progress has helped them in promotion and tenure review. Eighty-five national and international

institutions have asked Oregon State for assistance in developing similar programs. Other colleges and universities have adopted the teaching project on their campuses.

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Telephone: (503) 754-4335

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University of Oregon
Eugene, Oregon

*Department of Computer and
Information Science Policies for New
Young Computer Science Faculty and
Part-time Instructorships*

The Situation: Efforts to attract and retain young faculty members in Oregon's Department of Computer and Information Science were largely unsuccessful due to (a) low salaries, (b) heavy teaching loads, (c) a lack of research opportunities, and (d) a lack of a Ph.D. degree program.

The Idea: The department established a program to raise the quality of teaching and research, and to recruit and retain young faculty members, as follows:

In 1969, new, stronger policies were adopted, including (a) offering new faculty first choice of new library acquisitions, of what courses they want to teach, of which days of the week and hours of the day they want to teach, and of how they want to arrange their five courses over three terms; (b) ensuring that new faculty have no departmental or advisory duties; (c) providing funds for one conference trip a year and for summer research; and (d) encouraging joint research between junior and senior faculty and assisting new faculty in writing grant proposals.

In 1977, the department began to hire numbers of young, part-time instructors from local industry or government to teach lower-level courses in computer programming.

The Results: Since 1969, the department has had no difficulty in filling vacant faculty positions. Fifteen computer scientists have been employed as part-time instructors and six professionals have applied for positions next year. In addition, the program brings in new expertise to the department, permits more students to be taught, and allows young faculty members to teach challenging, upper-level courses, thus helping to attract and retain them.

Contact: Dr. Stephen T. Hedetniemi,
Professor and Head, Department of
Computer and Information Science,
University of Oregon, Eugene, OR 97403
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Pacific University
Forest Grove, Oregon

Optometry Teaching Fellows Program

The Situation: Leading graduates of Pacific University's College of Optometry seldom considered academic careers over more lucrative private practices. The shortage of young faculty members became more crucial because of rising enrollments in optometry and the opening of new optometry schools.

The Idea: In 1980, the college established a number of fellowships designed to interest outstanding students in teaching careers. The fellowships involve laboratory work and tutorial instruction for nine to twelve months in exchange for tuition remission and medical insurance. Teaching fellows participate in professional development activities, university service, and college research projects. Although the fellows are considered faculty members, their activities are personally supervised by the dean of the college and senior faculty. The program is supported by university funds.

The Results: In the first two years, five students took part in the teaching fellows program. All have now applied for positions on the college's faculty or have reapplied for teaching fellowships. Administrators believe that the opportunity for practical teaching experience is attracting promising young people and is strengthening their professional qualifications.

Contact: Dr. Willard B. Bleything, Dean,
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Pennsylvania State University
University Park, Pennsylvania

Program for Interdisciplinary Teaching, College of Earth and Mineral Sciences Faculty Recognition and Development Program, and Development Program for Junior Faculty in the College of Business Administration

The Situation: Penn State has had difficulty in attracting and retaining young faculty members in liberal arts, business administration, and science, particularly earth and mineral sciences.

The Idea: The university and individual colleges attacked the problem in a number of ways:

Program for Interdisciplinary Teaching.

With internal funds, the university established a program in which young liberal arts faculty members teach, do research, and participate in activities in departments other than their own. The university encourages these activities by reimbursing the departments for 50 percent of faculty time shared. Departments with growing enrollments "borrow" faculty members from other departments; those with declining enrollments "lend" faculty for interdisciplinary teaching without losing budget funds.

College of Earth and Mineral Sciences Faculty Recognition and Development Program. With support from endowed funds and from corporate donors, the College of Earth and Mineral Sciences (a) established two outstanding teaching awards, (b) provides funds for new faculty members' moving expenses, (c) covers the costs of publishing young faculty members' research findings, (d) finances the purchasing of new equipment, and (e) supports administrative and research assistance.

Development Program for Junior Faculty in the College of Business

Administration. With alumni support, the College of Business Administration (a) pays supplements of one-ninth of annual salary to young faculty for two summers of research, (b) has developed mentorships between senior and junior faculty members and has formed association with private industry, (c) conducts workshops on how to attain promotion and tenure, (d) provides funds for professional travel, (e) assists in preparing and publishing manuscripts, and (f) provides executive development education for young faculty members.

The Results: University officials believe that the various programs have not only improved teaching and research among junior faculty members but have also improved the university's ability to hire promising young people. ■

Pennsylvania State University
(continued from preceding page)

Contact:

Program for Interdisciplinary Teaching
Dr. Stanley F. Paulson, Dean, College of the
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Pennsylvania State University, University
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**College of Earth and Mineral Sciences
Faculty Recognition and Development
Program**

Dr. Charles L. Hosler, Dean, College of
Earth and Mineral Sciences, 116 Deike
Building, Pennsylvania State University,
University Park, PA 16802
Telephone: (814) 865-6546

**Development Program for Junior Faculty
in the College of Business Administration**

Dr. John J. Coyle, Acting Assistant Dean for
Undergraduate Programs; or Dr. Kenneth
Grahm, Assistant Dean for Continuing
Education and Director, Executive
Education; or Dr. Paul H. Rigby, Assistant
Dean for Research and Director, Center for
Research; College of Business
Administration, Pennsylvania State
University, University Park, PA 16802
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Pepperdine University
Malibu, California

Faculty/Staff Housing Project

The Situation: High housing costs and interest rates in Malibu in many cases made relocation for promising young faculty members at Pepperdine impossible. Some young faculty members who accepted positions at the university had to seek housing far from campus. University officials believed that this situation put the institution at a disadvantage in recruiting and retaining young faculty members.

The Idea: In 1979, the university's Board of Regents approved the construction of 50 units of condominiums and duplex homes for faculty and staff. The homes were offered at a guaranteed 12 percent rate, much lower than the local market. The board reserved a number of the condominiums to attract new young faculty members, and provided several other faculty members with homes available in June 1982. University funds, with financing and loans from banks, subsidize the \$8 million program.

The Results: Pepperdine recently received 12 acceptances of employment from young faculty members who might have sought employment elsewhere had no housing assistance been available. Several other faculty members have been retained by the institution because of the program.

Contact: Dr. Patricia L. Yomantas, Director of Public Information, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90265
Telephone: (213) 456-4138

Princeton University
School of Engineering and Applied
Science
Princeton, New Jersey

Efforts to Recruit and Retain Young
Engineering Faculty Members

The Situation: Princeton found that despite a strong reputation, it had to recruit aggressively in order to maintain a flow of promising young engineers into the faculty. There was a constant need to upgrade levels of compensation, teaching ability, and research.

The Idea: The School of Engineering and Applied Science proceeded to attract and retain young engineers by:

Raising salaries by approximately 15 percent a year for the past three years;

Maintaining senior faculty ties with Princeton graduates through seminars, conferences, and professional meetings, and encouraging the most qualified persons to return to Princeton as faculty members;

Encouraging the most promising undergraduate engineering students to consider careers in academia and including them in faculty research projects;

Guaranteeing new young faculty members summer research support during their first year, and, in some cases, their second year on campus;

Providing equipment funds, start-up research grants, and travel grants for presenting papers at national conferences;

Offering the possibility of a one-term sabbatical during the second three years on campus; and

Providing mortgage subsidies through a university home loan assistance program for young faculty members seeking housing near the campus.

The Results: In the last five years, all faculty vacancies have been filled. About 90 percent of the entire faculty has been recruited through the engineering faculty's network of contacts.

Contact: Dr. Ahmet Cakmak, Associate Dean, School of Engineering and Applied Science, Princeton University, Princeton, NJ 08544
 Telephone: (609) 452-4601

University of Puget Sound
Tacoma, Washington

*Early Retirement and Part-Time
Employment Program*

The Situation: In 1972, the University of Puget Sound established a no-growth enrollment policy which decreased teaching opportunities for new young faculty. With most of the senior faculty members having been employed during the 1960s, the outlook was that, over the next ten years, only a few persons would reach the legal retirement age. The university felt the need to explore creative alternatives to encourage senior faculty members either to retire early or to accept part-time positions, thereby providing opportunities and salary funds for younger faculty.

The Idea: The university established an early retirement program in 1977 which pays a bonus to tenured faculty with long periods of service who retire between the ages of 60 and 65. The bonus amounts to 30 percent of one year's salary if retirement occurs at age 64; 60 percent at age 63; and up to 150 percent at age 60. In July 1982, when the mandatory retirement age under federal law became 70, faculty between the ages of 65 and 70 were offered an opportunity to retire on social security and teach part-time. They could receive annual compensation not to exceed the maximum allowable outside income for persons receiving retirement benefits from the social security system.

The Results: Since the early retirement program began, ten faculty members have retired at least one year early.

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Telephone: (206) 756-3205

Purdue University
School of Mechanical Engineering
West Lafayette, Indiana

*Incentives for Young Mechanical
 Engineering Faculty Members*

The Situation: Purdue had little success in attracting persons with doctoral degrees to teach mechanical engineering at the assistant professor level. The pool of engineers with Ph.D. degrees is small, inasmuch as most engineering graduates with bachelor's degrees immediately accept positions with high salaries in private industry.

The Idea: In 1980, the School of Mechanical Engineering established a program to attract high quality young engineers and to encourage its undergraduate students to pursue advanced degrees. The program involves:

Offering young faculty members competitive salaries;

Providing released time and "seed" funding for research;

Guaranteeing summer support for young faculty members;

Conducting seminars and informational discussions between mechanical engineering faculty and students to encourage students to seek advanced degrees;

Providing young faculty members with professional travel support, graduate assistants, and assistance from senior faculty members in obtaining research support; and

Improving laboratories for research.

The school sought and received funding from industries and alumni to finance these efforts.

The Results: In the last two years, three faculty members under the age of 35 have accepted offers from the school; three more have been hired for next year, bringing the total to six. The level of funding designated for new young faculty members has doubled in the past year. Officials say that since the program began, undergraduate mechanical engineering students have expressed greater interest in attending graduate school.

Contact: Dr. W. M. Phillips, Head, School of Mechanical Engineering, 211 Mechanical Engineering Building, Purdue University, West Lafayette, IN 47907
 Telephone: (317) 494-5688

Reed College
Portland, Oregon

Junior Sabbatical Program

The Situation: Due to the demands of teaching, new faculty at Reed College, a small undergraduate institution, had little time for research activities and personal professional development. The college needed a program to support scholarly endeavors and to attract and retain young faculty members.

The Idea: Beginning in 1978, non-tenured faculty members receiving a second appointment have been given the opportunity to compete for awards of a one-semester leave with full pay to conduct research.

The Results: Since the program began, seven junior professors have completed research activities; two have published manuscripts. Six of the award recipients have achieved tenure status.

Contact: Dr. G. F. Gwilliam, Vice President and Provost, Reed College, 3203 Southeast Woodstock Boulevard, Portland, OR 97202
Telephone: (503) 771-1112 x258

Regis College
Denver, Colorado

*Mid-Career Change Program for
Faculty Members*

The Situation: The median age of faculty members at Regis College is 45 years. Administrators wanted to maintain an influx of young faculty members as well as a ratio of 65 percent tenured faculty. Officials were concerned that the relatively long period before most faculty members would be eligible for retirement would prevent the college from attracting and retaining young faculty members.

The Idea: In 1980, the college established a program to assist tenured, mid-career faculty members in seeking positions outside academia with the following options:

A faculty member may be relieved of all academic duties at the college, and formally leaves the institution. What would have been the faculty member's next contract year will be considered as fully paid leave time, during which the retiree can study or start a new job.

After agreeing to participate, a faculty member, over a three-year period, receives the difference, if lower, between the salary in a new position and the salary that would have been received at the college.

A faculty member meeting certain requirements is eligible to have salary and teaching obligations gradually reduced over a five-year period upon yielding rights to tenure. Under this plan, the faculty member receives all privileges and benefits of a full-time person.

The Results: Since the program began, two faculty members have changed careers, opening up positions for younger faculty members. Officials believe that the program offers important benefits to the institution in that new young faculty may be hired, and to the senior faculty members wishing to change careers with support and without severing ties with the college. The program involves no cost to the institution as the salaries for replacement of senior faculty members are lower, and offset payments incurred through the program.

Contact: Dr. William J. Hynes, Associate Dean, Regis College, West 50th and Lowell Boulevard, Denver, CO 80221
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Rensselaer Polytechnic Institute
Troy, New York

*School of Engineering Initiatives for
Young Faculty and Center for the
Study of the Human Dimensions of
Science and Technology*

The Situation: In 1976, administrators of Rensselaer developed plans to establish the institute as a technological university of first rank. To do this, the institute sought to hire outstanding young faculty members who were also in demand by industry and other institutions. Administrators also wanted to hire a core of young faculty for the recently established Center for the Study of the Human Dimensions of Science and Technology.

The Idea: Engineering Initiatives. The School of Engineering established a Center for Interactive Computer Graphics and a Center for Manufacturing Productivity and Technology Transfer, and offered industries affiliate memberships. With membership funds and industry contributions, the institute offered new young faculty members three-year "packages" of over \$82,000 each for (a) academic-year released time, (b) graduate student assistants, (c) equipment, (d) summer salary, (e) hiring and moving expenses, (f) travel support, and (g) secretarial support. Additional funding for equipment increased the total to almost \$100,000 per new faculty member.

The Center for the Study of Human Dimensions of Science and Technology. With a Mellon grant, the center offers research support to young new faculty members in applied humanities and social sciences during their first four years on

campus. The percentage of research support decreases as the faculty member is able to acquire independent funding.

The Results: The School of Engineering has hired 54 faculty members, 15 of whom were under age 35, since the program began. These efforts have helped bring additional industrial support to the institute. Officials believe that the high levels of research offer great appeal to young engineers and scientists. The School of Humanities and Social Sciences has committed 30 of its faculty members to the activities of the Human Dimensions Center and has employed a number of new young faculty members with applied research interests.

Contact:

Engineering Initiatives

Dr. George S. Ansell, Dean, School of Engineering, 3006 Jonsson Engineering Center, Rensselaer Polytechnic Institute, Troy, NY 12181
Telephone: (518) 270-6203

The Center for the Study of the Human Dimensions of Science and Technology

Dr. Thomas Phelan, Dean, School of Humanities and Social Sciences, Rensselaer Polytechnic Institute, Troy, NY 12181
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**University of Rhode Island
Kingston, Rhode Island**

***Postdoctoral Teaching Fellows
Program***

The Situation: New faculty often have difficulty coping with the enormous pressures of teaching and becoming an integral part of a university setting. The University of Rhode Island needed a program to attract and assist young scholars to become effective and confident teachers.

The Idea: In 1978, the university created the Teaching Fellows Program. Young postdoctoral faculty from varying disciplines attend seminars and workshops designed to enhance their learning, teaching, and planning methods. Retreats and social activities allow new faculty to discuss teaching goals, styles, and strategies with specialists and colleagues.

The Results: Ten to twelve faculty members each year receive fellowships funded by the Lilly Foundation. Most participants report increased confidence and effectiveness as teachers. They have become a source of ideas and advice to their departmental colleagues. Faculty from varying disciplines have worked together to develop new teaching ideas.

Contact: Dr. Glenn R. Erickson, Director,
Instructional Development Program, 201
Chafee Social Science Center, University of
Rhode Island, Kingston, RI 02881
Telephone: (401) 792-2387

Rose-Hulman Institute of Technology
Terre Haute, Indiana

*Engineering Graduate Studies
Seminar*

The Situation: In the past few years, 95 percent of the students graduating from Rose-Hulman with bachelor of science degrees have accepted positions in private industry rather than enrolling in graduate engineering programs. Few students considered academic careers or pursuing advanced degrees which would qualify them for such careers.

The Idea: In 1981, the institute established a program to expose students to recruiters from engineering graduate schools prior to their meeting recruiters from private industry. Representatives from public and private universities were invited to the campus and asked to speak to the students on one aspect of engineering graduate school in general, such as financial aid, or the differences between graduate and undergraduate school. The recruiters then spoke with students individually and, when appropriate, made arrangements to discuss their programs further. Costs of the program were assumed by the institute.

The Results: Ten percent of the graduates from Rose-Hulman last year are now attending graduate school as compared to 5 percent from 1975 to 1981. Officials say that by offering recruiters from graduate schools the opportunity to meet with students before industry representatives visit the campus, and by arranging those meetings in a manner similar to that of industry recruitment, young students are encouraged to consider pursuing advanced degrees, thereby increasing the pool of young potential faculty members with doctorates.

Contact: Dr. James R. Eifert, Vice President for Academic Affairs and Dean of the Faculty, Rose-Hulman Institute of Technology, 5500 Wabash Avenue, Terre Haute, IN 47803
Telephone: (812) 877-1511 x222

**Rutgers, The State University of
New Jersey**
New Brunswick, New Jersey

*Minority Teaching and Research
Career Development Program*

The Situation: The number of minority faculty with doctorates has declined in New Jersey's public higher education institutions, particularly in the physical and life sciences and in engineering. Rutgers is proposing to establish a career development plan to enable Blacks, Hispanics, and disadvantaged groups to obtain Ph.D. degrees and/or conduct professional development and research activities.

The Idea: The program would award minority faculty members with a bachelor's or a master's degree and currently teaching in the state, or recent minority group graduates with bachelor's or master's degrees, a \$5,000 grant and forgivable loan of \$10,000 annually to obtain doctorate degrees. Applicants from selected out-of-state minority colleges would also be eligible. Participants obtaining doctoral degrees would be required to teach in New Jersey colleges for at least three years to repay the loan.

The Results: Although the program has not yet been fully funded, the first class of participants started in September 1982.

Contact: Dr. Marvin W. Greenberg, Senior Vice President for Program Development, Budgeting, and Student Services, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903
Telephone: (201) 932-7832

Sacred Heart University
Bridgeport, Connecticut

*University Research and Creativity
Council*

The Situation: Although primarily a teaching institution with few independent research opportunities, Sacred Heart University sought to provide a better environment for scholarly activity and continued professional development.

The Idea: In 1975, the university began to provide research-oriented faculty with in-house funding and released time to pursue and complete scholarly activities. Faculty, both full-time and adjunct, were offered research awards of up to \$1,000 and creativity awards of \$500 to be used under the supervision of a faculty committee.

The Results: Since 1977, the university has made 40 awards, principally to young faculty members, to enable them to develop and complete research projects and studies. Some of these university-funded activities have won both local and national recognition for achievement and excellence.

Contact: Dr. Charles T. Eby, Director of Faculty Development, Sacred Heart University, P.O. Box 6460, Bridgeport, CT 06606
Telephone: (203) 371-7741

St. Olaf College
Northfield, Minnesota

Faculty Business Internships

The Situation: Young liberal arts faculty at St. Olaf College, having had little experience with private enterprise, felt unable to counsel students adequately about future business careers.

The Idea: In 1980, with an endowment from the Northwest Area Foundation, the college established a program to place faculty members in short-term internships with private companies. Persons from a variety of disciplines have been made available to solve a problem or complete a special project for businesses and industries. A small group of faculty spends a day at, say, a corporate site, receiving an overview of business and management philosophy, and each member of the team interacts on a one-to-one basis with a staff employee. Faculty hired by companies on a short-term basis can use undergraduates as assistants, thus giving them an opportunity to encounter business problems firsthand. In addition, corporation executives are invited to give lectures in classes and to consult with faculty and students on business practices and careers.

The Results: Three faculty members were placed in businesses the first year (1980). Approximately 20 faculty have participated in on-site visits to corporations, and are available for business internships. College officials feel that as a result of these experiences, young faculty have developed greater confidence in and commitment to liberal arts education.

Contact: Dr. Lee M. Swan, Assistant Dean of the College, St. Olaf College, Northfield, MN 55057
Telephone: (507) 663-3006

College of St. Scholastica
Duluth, Minnesota

***Program for Comprehensive Faculty
Development***

The Situation: Because of declining enrollments, St. Scholastica had to reduce the number of young faculty members hired each year. As a result, opportunities for young faculty advancement and professional growth decreased and the institution was in danger of losing its best qualified, most productive, young faculty.

The Idea: In 1976, with its own funds, the college established a program for faculty development which provided young faculty members with:

Opportunities for respecialization and retraining in areas of enrollment growth and in the teaching of adult students;

Support for sabbaticals and research projects;

Opportunities for attending conferences and workshops;

Released time for research and advanced training; and

Seminars on teaching improvement and interdisciplinary education.

The college received assistance for the program from several foundations.

The Results: During the past five years, the program has made more than 230 grants to young faculty members, many of whom have received advanced degrees or have been retrained in related fields. Fifty-four faculty members have been granted released time for advanced study in their fields. Administrators say that the program has provided young faculty members with additional skills and professional opportunities, thus helping to retain them at the college.

Contact: Sister Joan Braun, Dean of the Faculty, College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811
Telephone: (218) 723-6036

Sarah Lawrence College
Bronxville, New York

*The Part-Time Regular Appointment
Contract Program*

The Situation: Young faculty in the performing and creative arts historically did not remain at Sarah Lawrence College. They were discouraged by unusually heavy teaching responsibilities, lack of time for professional growth and development, no tenure track appointment opportunities, and no part-time contracts (the absence of which prevented the college from keeping gifted young women with children as faculty members).

The Idea: The college developed a program through which both full-time and part-time faculty members in the performing and creative arts receive rights, responsibilities, and benefits equal to those enjoyed by faculty members elsewhere in the college. Included are the possibility of tenure, fringe benefits, eligibility to serve on faculty committees, sabbaticals, and long-term, half-time contracts for some faculty members with high commitment to teaching.

The Results: The program has enabled the college to attract and retain gifted young faculty in the creative and performing arts.

The equal status and academic security offered to faculty in the arts have provided them time to develop as scholars and professionals. Part-time appointments have allowed faculty with home responsibilities some flexibility in their professional activities.

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Bronxville, NY 10708
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School for International Training
Brattleboro, Vermont

*Program in Intercultural
Management*

The Situation: The purpose of the School for International Training is to prepare its students for careers in international development. The institution has had to recruit young faculty members with a variety of backgrounds, skills, and language abilities from industry, government, and academia.

The Idea: In 1972, the school established a master's degree program in intercultural management to train students as managers of community programs and field workers in developing countries or regions of the United States. Young faculty members are offered the opportunity to develop innovative approaches to curriculum development and experiential education. The school operates a number of programs abroad, and young faculty members lead groups of students on academic semesters abroad to develop skills as managers of programs in such areas as health services and community development.

The Results: Administrators say that since the program began, the school has received many more applications for faculty positions than it has positions available. They believe that the diversity of experiences which the program offers has helped attract and retain young faculty members.

Contact: Dr. Carolyn Mayo-Brown, Director,
Program in Intercultural Management,
School for International Training, Kipling
Road, Brattleboro, VT 05301
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Smith College
Northampton, Massachusetts

Early Retirement

The Situation: Smith College foresees only a small percentage of scheduled faculty retirements or resignations in the 1980s. With 48 the average age of tenured faculty and many departments 80 to 100 percent tenured, the college sought the best way to create an environment with fresh ideas attractive to young motivated personnel.

The Idea: An early retirement program allows full-time faculty members with at least 15 years' employment to retire two to eight years early with a minimal loss of compensation and benefits. The program is designed mainly to encourage retirement at age 60 or shortly thereafter.

Early retirement in the Humanities Department is funded through a Mellon Foundation grant which also provides five-year fellowships to young faculty members awaiting department openings. Retirements from other departments are financed from college funds.

The Results: Four faculty members have accepted early retirement and four persons are in the process of doing so. These early retirements will create new openings and enable the college to recruit talented young persons.

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South Dakota School of Mines and Technology
Rapid City, South Dakota

Individualized Development of Young Faculty Members

The Situation: The South Dakota School of Mines and Technology competes with private industry and other institutions for high quality junior personnel. The school felt that strong measures were needed to bring young faculty members to the campus and to ensure their ongoing professional development.

The Idea: Using institutional funds, the school took steps to attract and retain young faculty members on an individual basis, by:

Offering diverse and challenging courses to teach and encouraging the introduction of experimental courses;

Encouraging the development of national reputations through active participation in professional associations;

Providing research funding and senior faculty mentorship so that young members may establish their own projects and publish findings;

Providing summer research opportunities and temporary positions in private industry; and

Fostering a network of communication through social and professional contact between new faculty and all levels of the academic community.

The Results: Officials believe that these efforts succeed in making new young faculty members feel welcome at the institution and in quickly involving them in campus activities. Administrators feel also that young faculty members are attracted to the school and choose to remain there because of the wide spectrum of professional opportunities offered.

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Rapid City, SD 57701
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University of Southern California
Los Angeles, California

Housing Assistance Program

The Situation: Efforts of the University of Southern California to attract and retain young faculty were hampered by rising interest rates and high real estate prices in southern California. A university home loan program started in 1979 and revised in 1981 did not solve the problem.

The Idea: In 1982, USC established a shared appreciation loan program, designed to make it easier for eligible young faculty and staff to obtain financing and to meet monthly payments on a single-family residence. The university provides the participant with up to 90 percent of the property's value on primary and secondary financing. To help assume the costs of the secondary financing, the university shares in the appreciation of the property. The participant has full responsibility for the maintenance of the property, and has full benefit of the interest and tax deductions.

The Results: In April 1982, the university's board of trustees authorized the use of \$1 million in endowed funds as "start-up" capital for the housing assistance program. Results are not yet available, but administrators believe that the institution will be able to attract and retain young faculty who would otherwise be lost to the university because of high housing costs.

Contact: Dr. C. J. Pings, Senior Vice President, Academic Affairs, or Dr. J. C. Strauss, Senior Vice President, Administration, University of Southern California, University Park, Los Angeles, CA 90007
Telephone: (213) 743-2311

University of Southern Mississippi
Hattiesburg, Mississippi

*Faculty and Administrative
Development Program*

The Situation: Without competitive faculty salaries in several fields and without a national reputation, Southern Mississippi has had difficulty in recruiting and retaining promising young faculty members.

The Idea: In 1980, the university designed a program to integrate new young faculty members and to provide for their ongoing professional development through:

Workshops conducted by teams of trained faculty members on such topics as orientation to the university, management, small group communication and teaching techniques, and interpersonal communication;

Services and/or equipment to produce instructional graphics (graphs, charts, slides, etc.);

Videotape recording of classes, seminars, and special events;

Assistance in instructional design and refinement; and

Special resources to enhance teaching, such as film, language and speech laboratory, and teleconferencing.

The program is supported by university funds.

The Results: Officials believe that the program has benefited young faculty members by effectively integrating them into university life and by assisting in their development as teachers and researchers. Officials say that by using faculty members from a variety of disciplines as workshop trainers for young faculty members, the program helps to involve the entire university in developing and retaining promising young persons.

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Teaching Learning Resource Center,
University of Southern Mississippi,
Southern Station Box 5082, Hattiesburg,
MS 39406
Telephone: (601) 266-5002

**Southwestern Baptist Theological
Seminary**
Fort Worth, Texas

*Salary Scale Adjustments for Young
Faculty Members*

The Situation: The seminary had difficulty in attracting and retaining young faculty members because its starting salaries were not competitive with other institutions. The problem was how to raise salaries without upsetting balances between junior and senior faculty members.

The Idea: In 1979, the seminary instituted a program offering young faculty members substantial promotions during the first few years of their careers, when their financial needs are usually the greatest. Patterned after industrial pay scales, the program involves increasing salaries of faculty early in their careers at a pace more rapid than in later years. Faculty members at each salary level (instructor, assistant professor, associate professor, or professor) also receive higher step increases earlier. In this way, the institution is able to offer higher salaries to new young faculty members at any rank. All faculty members have received pay raises as a result of increased earnings from endowments and from denominational allocations.

The Results: All faculty members have benefited from the program, despite the fact that pay scales have been adjusted to benefit new young faculty members the most. Officials believe that the program has helped the institution to attract young faculty members and to retain them at Southwestern Baptist Theological Seminary.

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Telephone: (817) 923-1921 x395

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Stanford University
Stanford, California

*Center for Teaching and Learning,
Faculty Research Fellowships, Faculty
Early Retirement Program, and
Second Mortgage Coinvestment
Program*

The Situation: Stanford University found that graduate students deciding on careers often did not know what academia had to offer them or believed that the academic job market was too tight to enter. The university needed a way to encourage talented young people to consider the teaching profession as well as a way to help young untenured faculty members in the humanities to obtain support for research needed in anticipation of tenure review. Stanford also found that because of a high level of faculty hiring during the 1960s and because of the new federal law changing mandatory retirement from age 65 to 70, by 1985, only 23 percent of its faculty would be under the age of 40. Also contributing to the university's inability to hire new young faculty members were the extremely high housing costs in the areas surrounding Stanford, together with spiraling inflation rates.

The Idea: To reduce the problem of obtaining the best of the young faculty candidates, Stanford launched several programs:

The Center for Teaching and Learning on campus encourages young graduate students with superior teaching ability to enter academia by (a) offering seminars on preparing for the academic job market; (b) selecting, training, and supporting outstanding teaching assistants as consultants for other teaching assistants; and (c) providing women and minority students with peer support to assist them in handling their special employment problems.

Faculty Research Fellowships. A combination of university and privately-donated funds has been made available for fellowships for young untenured faculty in the Humanities Division. Fellowship recipients are provided with office space and secretarial assistance while they conduct their research at the Stanford Humanities Center.

The Faculty Early Retirement Program. An innovative program offers an early retirement option for faculty reaching age 62 with at least 15 years' employment at the university. The retirement payment is based on the median salary for each faculty rank at the institution. Although open to all eligible faculty, the program is more attractive to those persons whose salaries are below the median for their rank.

Second Mortgage Coinvestment Program. With \$21 million in funds from its

Stanford University
(continued from preceding page)

endowment investments, Stanford offers new young faculty members low down payments and reduced rates on mortgages for homes on the Stanford campus or within a 15-mile radius of the university. The mortgages mature two years after the borrowers leave the faculty or when the house is unoccupied. At maturity, the university receives a share of the value of the house's appreciation from the inception of the mortgage. This amount is then reinvested in new mortgages for young faculty members.

The Results: Stanford has increased the number of new young faculty hired each year, and administrators believe that the university's efforts have helped to improve the vitality of the faculty. Nine faculty members received faculty research fellowships this year and 12 additional fellowships will be offered next year. It is expected that the fellows' achievements will improve their chances for tenure. Forty-three graduate students have participated in the teaching consultant program; 90 percent have gone on to academic careers.

Since 1977, 35 faculty members have retired early, opening at least that many new positions. As of March 1982, 104 faculty members had participated in the housing program.

Contact:

Center for Teaching and Learning

Dr. Michele Fisher, Director, Center for Teaching and Learning, P.O. Box H, Stanford University, Stanford, CA 94305
 Telephone: (415) 497-1326

Faculty Research Fellowships

Dr. Ian P. Watt, Director, Stanford Humanities Center, Building 300, Stanford University, Stanford, CA 94305
 Telephone: (415) 497-3052

Faculty Early Retirement Program

Dr. Frederick Biedenweg, Decision Analyst, Office of Management and Budget, Building 310, Stanford University, Stanford, CA 94305
 Telephone: (415) 497-4567

Second Mortgage Coinvestment Program

Dr. Robin B. Hamill, Director of Housing Programs, 105 Encina Hall, Stanford University, Stanford, CA 94305
 Telephone: (415) 497-1964

**State University of New York
at Stony Brook**
Department of Computer Science
Stony Brook, New York

*Incentives to Attract and Retain
Young Computer Science Faculty*

The Situation: Efforts to attract and retain young computer science faculty members at Stony Brook were hindered by inadequate computer facilities and equipment, heavy teaching loads, few research opportunities, and low salaries.

The Idea: In 1977, the Department of Computer Science and the central university administration launched a campaign to raise funds from federal and state governments, as well as from foundations and industry, and to emphasize computer science research in the department. With funds raised, the department was able to (a) increase salaries of young faculty members; (b) relocate to newer, more modern and spacious offices; (c) provide research grants and additional office space for graduate students; (d) obtain state-of-the-art laboratory equipment; and (e) pay travel expenses to prospective faculty members for visits to the campus.

The Results: Officials report that the program has been an important factor in retaining promising young computer science faculty members, as well as in enabling the department to hire additional young faculty for next year. By attracting new young faculty members and by improving equipment and facilities, the department has upgraded its educational program and has brought in additional research revenue.

Contact: Dr. Jack Heller, Professor and Chairman, Department of Computer Science, State University of New York at Stony Brook, Stony Brook, NY 11794
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Stephens College
Columbia, Missouri

Center for Conceptual Studies

The Situation: Stephens College sought a way to develop a strong interdisciplinary interest among new young faculty members, most of whom had an advanced degree in a single discipline. A program was needed to encourage all faculty to engage in interdisciplinary study.

The Idea: In 1981, the college established a Center for Conceptual Studies designed to encourage professional development of faculty through a program of interdisciplinary study. Each year up to five young faculty members are selected to be fellows in the center. They study together and teach two or more courses based on a proposed interdisciplinary topic. Each person is released half-time from departmental duties for the year-long period of participation. The center provides a "sabbatical in residence" to all faculty members at Stephens with emphasis on their becoming more involved with other faculty rather than on developing more individual, specialized knowledge.

The Results: Three faculty teams representing nine departments have completed a year in the program. Both outside and self-evaluations indicate strong, positive results. Faculty have gained knowledge through their study of the concept and by being students in the disciplines of other team members. Students found the courses challenging and the presence of faculty in a learning role a new experience.

Contact: Dr. Eugene Schmittlein, Vice President and Dean of the Faculty,
Stephens College, Box 2005, Columbia, MO 65215
Telephone: (314) 442-2211 x303

Trinity College
Humanities Department
Burlington, Vermont

Program for Interdisciplinary Studies

The Situation: In the 1970s, the Humanities Department of Trinity College was faced with a serious decline in student enrollment. Young faculty members had little opportunity for professional growth and the department foresaw few possibilities for hiring young people inasmuch as cutbacks in personnel were probable.

The Idea: In 1979, the department was reorganized to consolidate various disciplines into a single interdisciplinary program: U.S./Canadian Comparative Cultures; courses in this program were integrated into Trinity's Weekend College. The combination of these two efforts permitted greater flexibility in developing a system of extended contracts with young faculty members rather than fixed tenure. Grants from the National Endowment for the Humanities provided support for the program.

The Results: As a result of the reorganization of the department and introduction of a new curriculum, the Humanities Department was able to retain all of its younger faculty and also has employed additional young faculty members. Officials say that the Interdisciplinary Studies Program has also expanded professional development opportunities.

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Telephone: (802) 658-0337

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University of Utah
Salt Lake City, Utah

*College of Mines and Mineral
Industries and College of Engineering
Program*

The Situation: The University of Utah, faced with competition from the industrial sector, located in a predominantly non-industrial area 500 miles from a comparable university, and part of a state system without a mandatory retirement age for tenured faculty, has had difficulty attracting young Ph.D.s for faculty positions in engineering and applied sciences. Meanwhile, enrollment in the engineering disciplines has increased rapidly.

The Idea: The College of Mines and Mineral Industries and the College of Engineering hire young technical professionals on nine-month contracts with a guarantee of full-time academic employment for the first two summers. New young assistant professors are offered higher salaries and are informed of precisely what is expected from them for merit recognition and tenure. Funds are made available for additional equipment and research activities; and a special travel fund gives young faculty an opportunity to attend meetings, visit distant schools or laboratories, and seek research grants. Consulting arrangements are being set up to increase interaction between faculty and local industry. Special plans have been instituted for partial or total retirement for older faculty. Loans are made available to undergraduate and graduate engineering students, forgivable after two years of teaching.

The Results: Sixteen assistant professors have been hired by the two colleges during the past three years. They have worked directly with chairpersons and the dean on special problems concerning young faculty. The colleges have already employed three junior faculty members for next year and other prospective members are seriously considering university offers of employment.

Contact: Dr. Laurence H. Lattman, Dean, College of Engineering and Dean, College of Mines and Mineral Industries, 209 WBB, University of Utah, Salt Lake City, UT 84112
Telephone: (801) 581-8767

University of Vermont
Burlington, Vermont

*Multi-Faceted Approach to Recruiting
and Retaining Young Faculty
Members*

The Situation: The university has had difficulty in attracting and retaining young faculty members, particularly in disciplines such as computer science, business administration, and engineering, due to low faculty salaries and competition for personnel from private industry.

The Idea: Since 1980, administrators have established a variety of programs to attract and retain young faculty members, such as:

Creating groups of faculty members from disciplines such as genetics, medicine, and management as independent corporate entities for outside consulting. Young faculty members from these departments form "Associates" groups, in which they perform research and serve as paid consultants to external agencies and industries.

Maintaining through long-range budget planning a stable academic environment by the retention of most young faculty members in a period of funding cutbacks.

Establishing "start-up" funds through institutional budgets for research by young faculty, and a competitive institutional awards program for faculty in teaching, advising, and scholarly research.

The Results: Three hundred twenty-five faculty members, about 33 percent of whom are under the age of 35, have participated in the Associates program, and officials report that these activities have supplemented faculty salaries while helping to boost morale. \$150,000 was made available to department deans last year as "start-up" research support for young faculty members; \$325,000 was disbursed through the institutional awards program for excellence in teaching, advising, and scholarly research.

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for Academic Affairs, Waterman Building,
University of Vermont, Burlington, VT
05405

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Virginia Commonwealth University
Richmond, Virginia

Program to Improve Faculty Teaching Effectiveness

The Situation: Twenty percent of Virginia Commonwealth University's students are black and nearly all the faculty is white. Young faculty members, most of whom are recent graduates of predominantly white institutions, have difficulty in adjusting to integrated classes and frequently seek positions elsewhere.

The Idea: In 1977, the university's Center for Improving Teaching Effectiveness set up a program to help young faculty members adjust to the biracial student body. With institutional and federal funds, the center helps young faculty members examine their assumptions and practices in teaching black students. The center has organized a series of meetings between young faculty members and teaching counselors, arranged discussions between white faculty members and black students, analyzed classroom teaching techniques, and conducted in-depth interviews on assumptions about black students.

The Results: Four hundred faculty members have participated in the program. Administrators report improved teaching effectiveness and a greater level of confidence among young faculty.

Contact: Dr. John F. Noonan, Director,
Center for Improving Teaching
Effectiveness, Virginia Commonwealth
University, 310 North Shafer Street,
Richmond, VA 23284
Telephone: (804) 257-1121

Wabash College
Crawfordsville, Indiana

*Providing Opportunities for Junior
Faculty Members*

The Situation: Wabash, a small, undergraduate liberal arts college, felt it was not attracting highly qualified young scholars as faculty members because faculty salaries were too low and research funding was inadequate.

The Idea: To improve its attractiveness to young scholar-teachers, the college:

Offers two-year assistant professorships (the Trippet Rotating Assistant Professorship program) to selected young faculty members. Financed with an endowment from a college fund-raising activity, the program provides appointments at salaries competitive with larger colleges and universities and stipends that enable recipients to develop research programs, publish scholarly papers, and attend professional meetings.

Awards research scholarships that will allow young faculty members to conduct research for one semester without teaching.

Uses an extraordinarily large proportion of faculty development funds to support the activities of young faculty members under the age of 35.

The Results: The first research scholarship was awarded in January 1982 and the first Trippet appointment will be in the fall of 1982. Faculty under 35 are already receiving more than half of the faculty development funds.

Contact: Dr. Nancy J. Doemel,
Development Office, Wabash College, P.O.
Box 352, Crawfordsville, IN 47933
Telephone: (317) 362-1400 x282

Washington University

St. Louis, Missouri

University-Wide Efforts to Attract and Retain Younger Faculty Members

The Situation: Washington University has been concerned about developing strategies to enhance its ability to attract and retain young faculty.

The Idea: The university has taken the following initiatives:

In 1981, the engineering program obtained a foundation grant enabling its departments to (a) provide and supplement appointments for junior untenured faculty members; and (b) support a three-year graduate fellowship in engineering education, including tuition, fees, and stipend.

In 1981, departments in the humanities obtained a Mellon Foundation grant of \$750,000 to (a) hire young faculty members in anticipation of future retirements of older faculty; and (b) open positions for junior faculty members by helping to fund early retirements of older faculty.

Flexible recruitment policies permit department chairpersons to (a) adjust individual teaching loads and appointment terms for new young faculty; (b) grant leave for the first semester of teaching so that young faculty can complete ongoing research; and (c) provide summer research support during the first two years of employment.

An early retirement incentive plan makes retirement at age 62 financially attractive.

The Results: Administrators believe that all of these efforts have improved the institution's ability to attract and retain young faculty members. The entire program has allowed Washington University to reallocate resources and respond to changing academic needs.

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Telephone: (314) 889-5100

University of Washington
College of Engineering
Seattle, Washington

*Incentives to Attract and Retain
Young Engineering Faculty Members*

The Situation: Located in a metropolitan area with a concentration of leading high technology industries competing for young personnel, the university's College of Engineering had difficulty in hiring qualified young faculty members in chemical and electrical engineering.

The Idea: The college attacked the problem of recruiting and retaining young faculty members in engineering by:

Assuring new young faculty members of summer salaries, start-up research grants, priority on equipment, and graduate research assistants; and

Developing a program in which faculty members establish close affiliations with local high technology industry companies, and work with them as consultants and researchers.

The Results: Last year the college was able to fill all vacancies in the chemical and electrical engineering departments. As a result of industrial affiliations, the college has increased funding substantially for research and equipment.

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Wayne State University
Detroit, Michigan

*Career Development Chairs for Young
Faculty Members*

The Situation: The university wanted to attract and retain promising young faculty members at the institution, as well as to recognize their outstanding achievements.

The Idea: In 1982, the Wayne State Fund established career development chairs for younger faculty members who had no more than four years of tenure. The fund provides about \$27,000 for each of three young faculty members chosen each year to begin or complete a research project. The recipients receive "start-up" funds, in addition to a full year of released time and some research funds.

The departments involved are reimbursed for 50 percent of the faculty members' salaries and are expected to sponsor special seminars or presentations on the work of the chairholders. Persons holding the chairs are also required to submit a final report on their activities to the Wayne State Fund.

The Results: In the program's first year three career development chairs were awarded to young faculty members from different departments of the university. Officials believe that by recognizing and rewarding outstanding achievements of young faculty members, the university helps to attract and retain them.

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Webster College
St. Louis, Missouri

**Development Leave Option for Young
Faculty Members**

The Situation: Webster College restricted tenure to one-third of the total number of its faculty members. Because of this policy, the college had difficulty in attracting promising young faculty members who were concerned about their future with the institution.

The Idea: In 1972, the college established a program in which a young untenured faculty member in the third year of employment could waive the opportunity for tenure and take a leave of absence in the fourth year. The college provides one-half salary for a year's leave or full salary for one semester. Young faculty members can pursue advanced degrees, continue research, or develop professional interests outside the college. Although program participants waive their right to tenure, the college, in certain cases, has the option to grant them tenure. Webster fully funded the program until 1980, when the National Endowment for the Humanities provided partial support.

The Results: Of the current 74 full-time faculty members, 32 have been granted faculty development leaves. Two-thirds of the 32 members—22—are now tenured. Since the program began, Webster has never had to terminate a faculty member because of the tenure restriction. The number of young faculty members has increased slightly in the last five years. College administrators believe that the program has improved faculty morale and has allowed the institution to retain promising young faculty members.

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University of West Florida
Pensacola, Florida

*Program to Provide Maximum
Opportunities for Faculty
Development*

The Situation: Young faculty members with growing reputations at the University of West Florida often sought positions in well-known institutions or private industry, rather than remaining at the university—a regional institution lacking a major reputation.

The Idea: In 1972, the university established a program to provide young faculty with:

Competitive salaries, including opportunities for summer and overtime teaching to augment compensation;

Modest teaching loads and released time from academic duties;

Comprehensive teaching and research support, including extensive library services, assistance in gaining external funding, secretarial and editorial assistance, and teaching materials;

Numerous awards and prizes to stimulate research and creative projects;

Active sabbatical and overseas exchange programs for which the university assumes salary, travel costs, and maintenance allowances up to one year;

Leave policies and financial assistance enabling the completion of requirements for advanced degrees; and

Personal attention by upper-level administrators.

The Results: Since 1977, the university has reduced its overall faculty attrition rate to less than 5 percent a year. The number of faculty members under 35 years of age hired in the last five years has increased steadily. Officials say that their efforts have allowed the retention of promising younger faculty members.

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Western Carolina University
Cullowhee, North Carolina

***Program to Retrain Young Faculty
Members***

The Situation: Declining student enrollment in traditional areas of study, and the relative scarcity of applicants with doctoral degrees in new growth areas such as business and computer science, have limited Western Carolina University's recruitment of young faculty members. Because the university could not compete with business and other universities for young personnel with doctoral degrees, it sought to improve the credentials of its own faculty committed to pursuing advanced study, particularly in the new growth fields.

The Idea: In 1981, the university offered selected young faculty members released time at full pay to enable them to study for advanced degrees in areas such as computer science. The university employed persons retired from business and academia as emeritus professors to replace the young faculty members on one-year study leaves. Funding was partly from federal funds.

The Results: Five young faculty members have participated in the program which the university believes helps retain young faculty.

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University of Wisconsin-Madison
Madison, Wisconsin

*Research Grant Program for Young
Untenured Faculty Members*

The Situation: Many untenured faculty members at the University of Wisconsin-Madison, especially minorities and women, have been asked to devote an unusual amount of time to university service in order to ensure that the minorities and women are represented adequately on major university committees. Their activities promote the university's desire that a broad range of views be represented on the committees; and that there be increased involvement of untenured faculty in university governance. The consequence for the persons involved, however, is that they have less time than their colleagues to conduct the research needed to meet tenure requirements—an arrangement both unfair and contrary to the university's desire to attract and retain talented young faculty, particularly women and members of minorities.

The Idea: In 1979, with funds from the graduate school, the university established a research-service grant program providing summer research opportunities for assistant professors and instructors who have given significant time and effort to university service beyond their department or academic discipline. Applicants for grants are judged both on (a) the nature and extent of the faculty member's university service and (b) the quality of the research proposal.

The Results: Although the program is a small one, university officials believe that a number of young women and minority faculty have been able to catch up on their research during the summer and to make adequate progress toward tenure.

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Wittenberg University
Springfield, Ohio

*Faculty Development Organization
and Commission on the Status of the
Faculty*

The Situation: Wittenberg expects only a small percentage of faculty retirements in the 1980s. Many of its departments are 75 to 80 percent tenured and 70 percent of the faculty is under age 50. The university felt ways were needed for young faculty to pursue professional careers while continuing to meet teaching expectations and demands.

The Idea: The university introduced two programs:

In 1975, the **Faculty Development Organization** was established to develop a professional growth program to meet junior faculty needs and interests. This program aims to (a) improve the teaching of all faculty members, (b) strengthen young faculty's competence and confidence through professional enrichment and development grants, and (c) retrain or redirect faculty in competencies other than their own specialties.

In 1979, a **Commission on the Status of the Faculty** was appointed to confront the problems hampering faculty development. Major emphasis was placed on professional growth and development and retirement opportunities.

The Results: The Faculty Development Organization has helped young faculty members to prepare and revise courses, present papers at professional meetings, and take courses to strengthen their areas of expertise. In 1981, the Commission on the Status of the Faculty recommended a wide range of faculty development programs, including travel support, grants to outstanding students to assist young faculty in research projects, summer stipends, and encouragement for outside vocational experiences.

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Yale University
New Haven, Connecticut

*Programs for Young Faculty Members
in the Arts and Sciences*

The Situation: Declining student enrollment has caused certain departments at Yale to limit the number of young faculty members receiving tenure. Only 7 percent of the faculty members in the humanities appointed between 1965 and 1969 have received tenure. Because of this situation, the university was concerned that it would lose promising young faculty members; or that outstanding young scholars in the humanities would abandon plans to pursue academic careers.

The Idea: In the last several years, Yale has established a wide range of programs, funded by private endowments, designed to attract and retain young faculty members:

Young graduate students are offered a financial aid "package" including a stipend spread out over four years in return for the equivalent of two years of part-time teaching. These students are also eligible to receive departmental awards that recognize outstanding teaching.

Young faculty members may also receive teaching prizes, research grants, small grants, and released time support to travel, conduct research, and present papers at national meetings, all of which are intended to improve credentials for tenure review.

The period before young faculty members are reviewed for tenure has been extended to a maximum of ten years, permitting additional time for junior faculty to

prepare professional credentials.

Older tenured faculty members are eligible to take part in a partial retirement program in which they teach one-third time, thereby opening tenure slots for younger faculty.

In anticipation of future retirements, departments may appoint junior faculty members as replacements until those retirements occur (normally in two to three years after the appointment).

Younger faculty members who do not anticipate being granted tenure may receive support to respecialize in areas of greater demand. (For example, young faculty specializing in teaching literature may take courses and obtain experience in teaching expository writing.)

The Results: Since the program's inception in 1972, approximately 300 small grants have been disbursed to young faculty members. Twenty-four released time grants are offered each year and 10 graduate students are awarded teaching prizes. Twelve older faculty members have participated in the partial retirement program, opening up tenured positions for young faculty members. Officials believe that these programs have helped the institution to attract and retain young faculty members.

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The Employment Outlook for Young Faculty Members

Appendix

The recent literature in higher education includes a substantial number of books, reports, and articles containing projections of the trend in the number of students enrolled in colleges and universities. The data cover five-, ten-, or even 20-year periods and are broken down by age groups, sex distribution, type of institution, state, degree sought, and career concentrations. The projections are then used on occasion as the basis for making projections on the number of faculty members that colleges and universities will need during the next few years. These data are also broken down by age, sex, state, etc.

All projections on the need for new faculty members come to the same conclusion: that is, there will be a continuous decline in the need for faculty members in the liberal arts and sciences until 1987 or thereabouts; and this decline will be greater with respect to the need for new young persons entering faculty teaching than it will be for older persons already in faculty positions and protected to some considerable extent by tenure commitments. Some exceptions to the general trend can be expected in a small number of fields such as engineering, business, computer science, and possibly a few health specialties.

The existing projections and analyses of the employment outlook for faculty are a good backdrop for the Academy's study of the activities that colleges and universities are undertaking to attract and retain young faculty members. This appendix provides a brief summary of the outlook taken from a recent University of Chicago report¹ that included three informative charts, one from a report by the Carnegie Foundation for the Advancement of Teaching and

¹"Report of the Commission on Graduate Study at the University of Chicago," University of Chicago Record, XIV, Number 2, May 3, 1982, p. 78-79.

two from a report by the president of Princeton University. The key paragraphs on the need for new faculty² follow.

Shrinking college enrollments are expected to mean a decline in the demand for faculty and a consequent reduction in the job opportunities for which the Ph.D. has traditionally been the preparation. The implications of these calculations for graduate education leading to the Ph.D. therefore seem grave enough. But the consequences of declining enrollments are likely to be exacerbated by the age distribution among current faculty members and by the recent legislation extending the age of mandatory retirement to age seventy. Because of the rapid expansion in higher education in the 1960s and 1970s, a large proportion of faculty members are still relatively young. In 1978, 73 percent of all faculty members were under fifty and 60 percent under forty-five; only 16 percent were fifty-five or over and only 7 percent were sixty or older. As a result of this age distribution, there will be relatively few faculty retirements in the next two decades . . .

Low rates of retirement and a decline in enrollments therefore seem likely to combine in the next two decades to depress the academic job market for new Ph.D.s. Efforts to calculate this effect are extremely complex and involve a wide range of assumptions. The most recent projections — an effort by William Bowen and associates at Princeton to update the earlier calculations of Alan Cartter — reach an estimate that a total of 100,000 academic positions will become available in the period from 1980 to 1995. This figure would mean that the total demand for faculty during the fifteen year period would be roughly equal to that during the three peak years, 1965-67.

On the supply side, 31,200 doctorates were awarded by United States universities in 1979, as compared with 16,341 in 1965, 17,949 in 1966, and 20,406 in 1967. Although the number of doctorates granted has declined from the peak year of 1973 (which produced 33,756), it remains far in excess of Bowen's predicted demand for new faculty.

The implications of these projected trends for graduate education in the arts and sciences seem severe. Diminished opportunities in the academic job market have already discouraged many well-qualified

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prospective Ph.D. students from pursuing a program of study conceived principally as a preparation for academic careers, and seem likely to continue doing so. The consequent decline in graduate enrollments will jeopardize the continuity and vigor of teaching and research in many fields of knowledge. The impending shortage of positions for junior faculty members will restrict the flow of innovative young scholars into academic life, thereby threatening the creativity and vitality of research and scholarship long after the crisis in enrollment has subsided.

The authors of the University of Chicago report as well as other commentators on the higher education outlook emphasize the possibility of substantial errors in projections of college and university enrollments, and the prospects for faculty employment. The point made continually is that over the years many higher education projections have been far off the mark. Nevertheless, despite this history, it is clear that college and university administrators as well as government agencies, members of legislatures, and other funders of higher education are assuming that the projections for 1982-87, as shown in the charts on the following pages, are substantially accurate. The conclusion that follows nationwide is that a decline in the number of faculty needed (except in the few specialties mentioned above) is inevitable. Under the circumstances, the prudent action is to freeze employment or, in the least stringent circumstances, stop hiring new young people, giving little or no thought about the long-term consequences of such a policy on the quality of the higher education enterprise.

³Bowen, William, Report of the President — Graduate Education in the Arts and Sciences: Prospects for the Future (Princeton: Princeton University, 1981).

⁴Cartter, Alan M., Ph.D.s and the Academic Labor Market, *The Carnegie Commission on Higher Education* (New York: McGraw-Hill Book Company, 1976).

The three charts are from William Bowen's 1981 report³ as president of Princeton University. Chart I presents Bowen's projections of higher education enrollments to the year 2000; Chart II presents the late Alan M. Cartter's data⁴ on openings for junior faculty members, 1948 to 1990 (with the last seven years estimated); and Chart III compares Bowen's 1981 projections of faculty demand with the earlier estimates by Cartter. Published in 1976, Cartter's figures were part of a pioneering analysis of the relationship in academia between job opportunities and job seekers which took into account demographic factors, social

considerations, and the policies of educational institutions. Bowen's more recent projections updated and extended the Cartter analysis.

Although the charts cover three different periods of time, each includes the years 1982-1990. The data show that, during this period, the number of full-time students enrolled in higher education will be substantially lower than in the past, as will be the annual demand for faculty and the number of junior faculty openings each year.

Chart I

Projected Full-Time
Enrollments in Higher
Education, 1980-2000

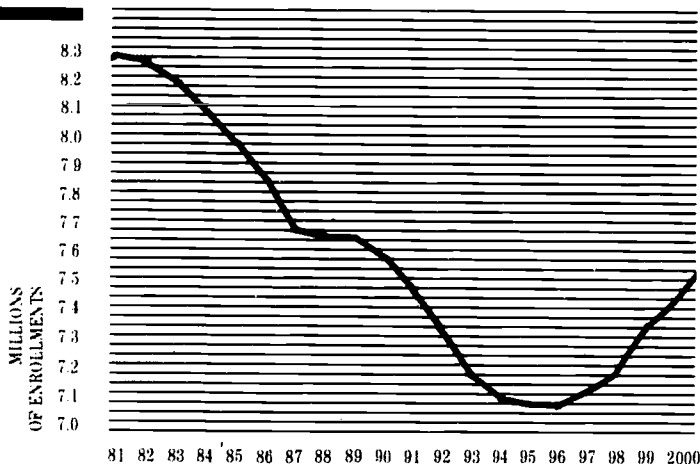
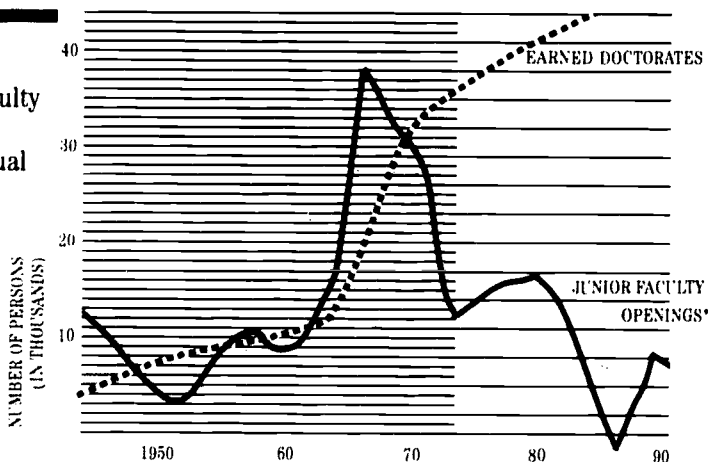


Chart II

Comparison of Junior Faculty
Openings with Earned
Doctorates Awarded (Actual
1948-1973, Projected
1974-1990)



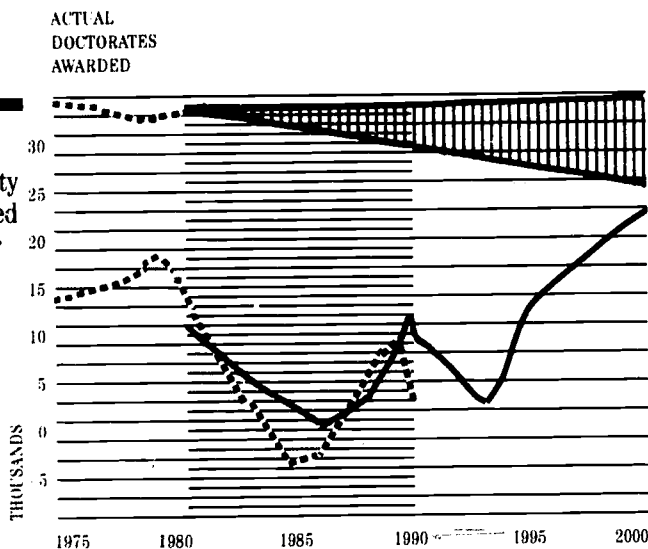
*Three-year moving average

Chart III

Bowen's Projections of Faculty Demand, 1981-2000 Compared with Cartter's Projections for 1975-1990

A RANGE OF POSSIBLE NUMBERS OF DOCTORATES AWARDED

CARTTER'S PROJECTION OF DEMAND FOR FACULTY
 BOWEN'S PROJECTION OF DEMAND FOR FACULTY



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Reproduced from Princeton University, *President's Report (1981)*, p. 19.

In presenting his analysis of the employment outlook for faculty, President Bowen used the occasion to say that we as a nation "need to make special efforts to increase the likelihood that the most promising young scholars will have opportunities to begin their scholarly careers—the generally depressed conditions that will prevail during the next fifteen years notwithstanding. Fortunately, . . . we can expect there to be at least some openings every year as a result of normal turnover and replacement demands. In addition, the Andrew Mellon Foundation has taken a strong lead in financing a limited number of additional opportunities for the appointment and promotion of young scholars in the humanities. Other efforts of a similar kind can do much to assure the continuity of scholarship and research in all fields of knowledge."

The Academy's handbook has described many of these efforts.

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**Academy for
Educational
Development, Inc.**

The Academy for Educational Development was founded in 1961 to help U.S. colleges and universities with long-range planning and with solving long-range educational, administrative, and financial problems. Today, the Academy is active not only in higher education, but also in elementary and secondary education, in communications as an art and as an increasingly important form of technology, in international affairs, in studies of the human life cycle, in helping to improve the facilities of institutions that serve the public, and in energy conservation and education.

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Fayetteville State University
Fayetteville, North Carolina

*Faculty Professional Development
Program*

The Situation: Officials at Fayetteville State University felt that the institution needed a program to keep faculty members informed about the latest developments in their fields. Little had been done to encourage scholarly activity, with the result that the university was poorly equipped to attract high quality young faculty members and to retain them.

The Idea: In 1976, university administrators established a multi-faceted program intended to stimulate academic activity both on and off the campus. The program included two conferences and three workshops annually for faculty on topics such as computers and education; arrangements that enabled faculty members to enroll in courses on campus at no cost; and arrangements for faculty members with two years' service to be eligible for a leave with a stipend to pursue advanced degrees at other institutions. State funds supported the entire program.

The Results: The number of young faculty members hired over the past five years has increased steadily. Although the program has been open to all faculty members, younger members have had the most to gain from paid study leaves and instructional workshops. Administrators believe that the program has fostered a higher quality of instruction and greater participation in faculty research; also that it has attracted young faculty members and provided them with opportunities for career growth resulting in their remaining at the university.

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Five Colleges, Incorporated
Amherst, Massachusetts

*Associates Program for Young
Scholars in Transition and Early
Retirees Fellows Program*

The Situation: The Five Colleges (Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts) have found it difficult to offer reappointment or tenure to otherwise highly qualified and desirable faculty during a no-growth period, such as the 1980s. Young scholars who have their contracts terminated while engaged in research projects to improve their qualifications have difficulty in finding employment elsewhere. Older faculty members hesitate to retire due not only to financial reasons but also to an unwillingness to be cut off entirely from classroom and colleagues. Accordingly, the flexibility of these institutions to hire and retain young faculty has been reduced.

The Idea: Five Colleges, Inc. has taken the following steps to draw young faculty members to the five institutions and to retain them:

A research associates program offering two-year appointments has been established for young faculty members whose contracts have been terminated or who are having difficulty finding employment and may, therefore, abandon academic careers. These appointments offer (a) an academic affiliation, (b) access to all five library systems, (c) office space, (d) medical insurance, (e) access to seminars and lectures, (f) the collegiality of faculty in their fields, and (g) temporary teaching assignments at their institutions.

Costs of the associates program will be covered by the annual budget for Five Colleges, Inc.

An incentive program is being developed to ease retirees' concerns about their continued involvement in teaching and academic service. Faculty accepting their respective institution's early retirement program will be eligible for nomination as fellows and may be appointed as single course replacements in one of the institutions, thus maintaining academic ties.

The Results: Each of the five institutions will appoint three associates per year for two-year periods, making a total of 30 involved in the associates program in any given academic year beyond the first round of appointments. Administrators estimate that the number of early retirees deciding to take part in the program will be between ten and fifteen per year, based on current early retirements at each institution. Administrators also believe that positions opened by early retirements will allow more flexibility in hiring young faculty and being able to retain them.

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Florida State University
Tallahassee, Florida

Early Retirement Plan

The Situation: The university has had a high percentage of tenured faculty and a concentration of older faculty in tenured ranks. Officials were concerned that this situation would prevent the university from employing new young faculty members and from retaining young faculty members seeking tenure.

The Idea: In 1981, the university planned a program for early retirement of older faculty members. Tenured faculty with 30 years of service, or ten years of service upon reaching 62 years of age, would be eligible for the early retirement option. With this option, faculty members would be re-granted tenure on a half-time basis and would teach half-time at one-half salary. The faculty retain all rights and privileges of full-time faculty and access to university facilities and services. Upon reaching the age determined by Social Security for retirement, the faculty member on the early retirement program may continue on the plan or retire completely.

The Results: The plan went into effect in September 1982, and 41 faculty members have chosen the early retirement option. The program participants teach at one-half time, opening 20 positions for younger faculty members. Officials say that by offering older faculty the opportunity to maintain ties with the university, faculty members find early retirement is a more attractive option.

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